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ABSTRACT

Implementing the concept that there are two unchangeable factors of economic society (the dignity of the worker and the dignity of work), the handbook is designed for professional personnel concerned with elementary education in Department of Defense Dependent Schools in the Pacific Area and is to be used in all educational programs. Written by a committee of educators during a summer workshop, the handbook deals with a variety of topics which together constitute a practical program in career education. The purpose, concepts, and objectives of the program are listed. A career cluster wheel, definition of each cluster, and a partial list of occupations found in the cluster comprise the next section. The handbook next discusses the roles of school personnel in career education, community assistance, field trips, and the general characteristics and behavioral objectives for students ranging from five to eleven years old. Suggestions are made for job cluster activities and implementation of selected activities in several academic areas. The handbook concludes with a detailed list of sources including a bibliography of children's books; occupational films, filmstrips, recordings, and songs; catalogs of audio-visual material, addresses of producers and distributors, and sources of free materials. (AG)

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ELEMENTARY SCHOOL HANDBOOK

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WORLD OF WORK

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ELEMENTARY SCHOOL

HANDBOOK

WORLD OF WORK

PACIFIC AREA

DEPARTMENT OF DEFENSE SCHOOLS

EDWARD C. KILLIN
DIRECTOR

AUGUST 1972

FOREWORD

Change in our society has become a way of life. Careers for today cannot meet the needs of tomorrow. Preparing youth for jobs of the future has become a challenge to both parents and schools. We do not know what the occupational market will be in the forseeable future, but we do know that there will be changes.

In the Pacific Area the focus of World of Work Program is on two of the unchangeable factors of economic society: (1) The dignity of the worker (our human resources); and (2) The dignity of work (our human efforts). The emphasis is that, regardless of the occupation chosen later in life, there is dignity in that work and in that worker, and pride and satisfaction are the rewards of work well done. This World of Work Handbook was designed to implement this concept.

DR. EDWARD C. KILLIN
DIRECTOR
DOD DEPENDENTS SCHOOLS

ACKNOWLEDGEMENTS

WORLD OF WORK HANDBOOK

1. This handbook is designed for professional personnel concerned with elementary education in DOD Dependent Schools in the Pacific area. It is designed for use by teachers in all educational programs.

2. This handbook was written during a summer workshop by a committee of educators from Districts II and III. District I contributed resource materials produced from previous workshops.

3. The following committee prepared the World of Work Handbook:

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Mr. C. E. Redfield, Elementary Education Coordinator
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Mr. Ralph Petrizzi, CCPO Career Development Chief

5 Recognition is given to the following for review of programs

State of Ohio Program
Oklahoma Program
Lee Laws Careers of the Month Program
North Dakota's Exemplary World of Work Report
Baltimore County's Career Development Model
USOE Career Education Model
Los Angeles, California Exemplary Career Model
Atlanta, Georgia Project

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PURPOSE

The purpose of the World of Work Handbook is to provide teachers in the Pacific Area Department of Defense Schools with a practical program concerning career education. Unification of curriculum from kindergarten through sixth grade is presented in this handbook. It is designed to be used as a flexible tool. Suggested activities are included to make the World of Work program an integral part of every area of study throughout the school year. This handbook is designed to be used by teachers, counselors, administrators and specialists. The pages in this book may be removed for duplication or revisions.

CONCEPTS

1. All legitimate jobs are necessary and worthwhile.

2. A worker gains dignity and worth from a job well done.

3. Getting along with others is important in the working world.

4. Education and training are important because most occupations require special skills.

5. There is a wide variety of choices in the World of Work.

6. The individual must be able to adjust and adapt to the ever-changing world.

7. Interests and hobbies sometimes lead to careers.

8. Our society is the result of each worker's contribution.

9. The members of our society are interdependent; therefore, cooperation is necessary.

10. Responsibility, communication skills, and compatibility are relevant to the World of Work and should be developed.

11. An individual can develop a positive self-image through meaningful experiences in the World of Work.

12. Work brings many rewards, both tangible and intangible.

13. Self-understanding is important in making career decisions.

14. Supply and demand influence available jobs.

OBJECTIVES

The elementary school program provides a base of experiences and exploration which creates an awareness about the World of Work.

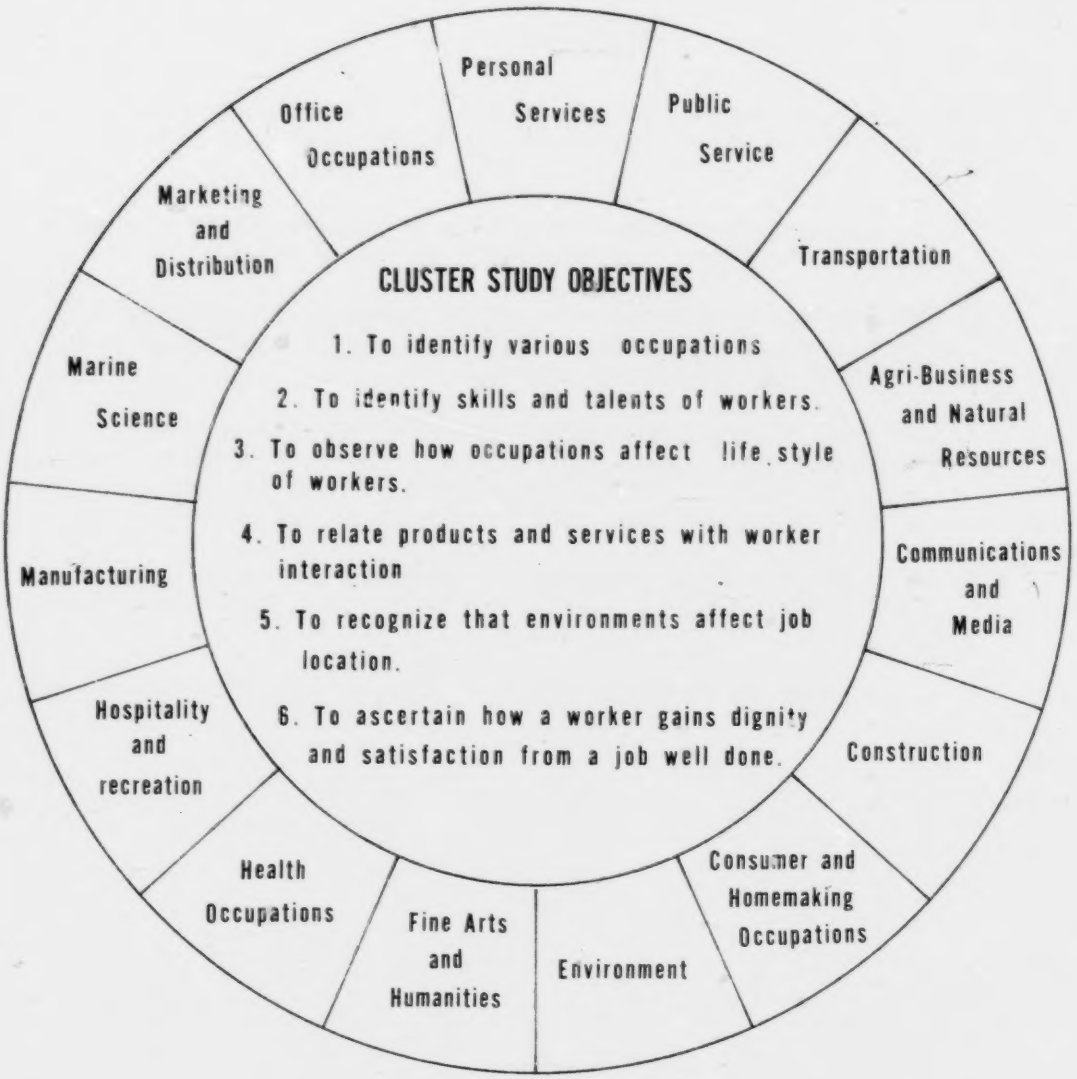
1. To present appropriate World of Work information about home, school, community, nation, world and the universe.

2. To develop an understanding of self-concept in relation to interests, abilities, similarities, differences and feelings about self and others.

3. To help students develop positive attitudes concerning dependability, responsibility, cooperation, enjoyment of work and play, making rational decisions, the relevancy of school subjects and establishing good work habits.

4. To provide general and specific observational experiences of the World of Work as it pertains to jobs, experiences and attitudes.

5. To develop an awareness that all occupations are interdependent.


CLUSTER STUDY OBJECTIVES
1. To identify various occupations
2. To identify skills and talents of workers.
3. To observe how occupations affect life style of workers.
4. To relate products and services with worker interaction
5. To recognize that environments affect job location.
6. To ascertain how a worker gains dignity and satisfaction from a job well done.
Personal Services
Public Service
Transportation
Agri-Business and Natural Resources
Communications and Media
Construction
Consumer and Homemaking Occupations
Environment
Fine Arts and Humanities
Health Occupations
Hospitality and recreation
Manufacturing
Marine Science
Marketing and Distribution
Office Occupations

CLUSTER DEFINITIONS AND OCCUPATIONS

An Organizational Technique to Facilitate

The Delivery of Career Education

In a career education program, we wish to foster an awareness of the wide range of opportunities in the World of Work. An understanding of the full scope of vocational possibilities is vital if the student is to set realistic goals for himself.

Providing comprehensive career information is difficult because of the complexity and diversity of the American economy. Dealing with each of the thousands of individual jobs available would be impossible. Therefore, the U. S. Office of Education has developed a cluster scheme.

Each cluster includes jobs at all levels: entry-level, skilled, technical, and professional. Thus, the cluster scheme should aid the teacher in stressing the importance of every job. This approach should help the student realize that all workers in one cluster, for example Health Occupations, are working together toward a common goal. The orderly, the lab technician, and the doctor each must do his job well so that the goal of good health may be attained.

Following are: the career cluster wheel, a brief definition of each cluster, and a list of several occupations found in the cluster. These lists of occupations are far from complete. They merely suggest some representative fields of employment. Each teacher and class can add to the lists and adapt them to the local environment.

1. Manufacturing - jobs involving the making of goods by hand or by machinery

   Personnel and Labor Relations
   Research
   Packaging
   Assembly Lines
   Electromechanical Systems
   Welding
   Machine Operation
   Inspection and Quality Control
   Design

2. Marine Science - jobs related to bodies of water

   Scuba and Deep Sea Diving
   Oceanography
   Fishing
   Pearl Diving
   Ship Repairing
   Sea Food Processing
   Boat or Vessel Operation
   Dock Operations
   Salvage Operations
   Research (Food for the Future)

3. Marketing and Distribution - jobs involving selling, purchasing or merchandising of goods

   Market Research
   Finance
   Advertising
   Transportation
   Merchandise Control
   Retailing (Commissary & BX)
   Storage
   Import and Export

4. Office Occupations - jobs involved with business or services transacted within an office environment

Drafting
Secretarial Work
Computer Operation
Accounting
Clerical Work
Public Relations
Bookkeeping
Office Machine Operation
Office Management

5. Personal Service - jobs performed directly for an individual

Cosmetology (Beauty Care)
Charm School (Modeling)
Barbering
Pet Care
Mortuary Services
Physical Culture and Conditioning
Pet Training
Dressmaking and Tailoring

6. Public Service - jobs related to business or community interests as opposed to private affairs

Taxation (Revenue Collection)
Public Records
Licensing
Customs and Immigration
Education
Consumer Services (Health Inspection, Food Inspection)
Law Enforcement
Fire Protection
Defense (Military)
Postal Services
Utilities
Highways and Public Transportation
Social Services
Waste Disposal

7. Transportation - jobs involving conveyance of passengers or goods from one location to another

Traffic Management
Bus Transportation (Driving, Dispatching, Maintenance)
Rail Transportation (Freight and Passenger Conveyance)
Commercial and General Aviation (Flight Crew and Ground Support)
Airport Operation
Space Industry
Pipeline Transmission (Gas and Oil)
Water Transportation
Shipment of Goods

8. Agri - Business and Natural Resources - jobs involving materials and capacities supplied by nature

Farming (Dairy, Cattle, Produce)
Mining
Conservation
Forestry
Geology
Ecology
Drilling (Oil, Minerals)
Park Services
Lumbering (Woodcutting)

9. Communications and Media - jobs involving exchange of information and the technology thereof

Telephone Industry
Telegraph Industry
Space Communications
Radio, Television and Recording Industries
Computer Operations
Journalism (Creative Writing, Reporting, Editing)
Photography
Publishing (Newspapers, Books)
Film Industry

10. Construction - jobs involved with making or forming objects by combining parts

Land Development (Civil Engineering)
Landscaping
Masonry
Carpentry
Architecture
Painting
Flooring
Carpeting
Wallpapering
Roofing
Building Contracting
Foundation Laying
Structural Engineering (Bridge and Dam Construction)

11. Consumer and Homemaking Occupations - jobs involving utilization of economic goods or management of households

Child Care (Babysitting, Day Care)
Guidance Services
Social Welfare
Household Maintenance (Repair)
Interior Decorating
Home Management
Food Service Industry (Planning and Preparation)
Clothing Production and Care
Housekeeping

12. Environment - jobs involving social or cultural conditions which influence the lives of individuals or communities

Wildlife Conservation and Control
Soil and Mineral Conservation
Pollution Regulation Enforcement
Smog Condition Prediction
Sanitation Department (Water Sanitation and waste disposals)
Pest Control
Population Growth Trend Monitoring
Beautification
Design, Construction and Maintenance of Waterways, Dams, Reservoirs and Hydroelectric Plants
Ecology

13. Fine Arts and Humanities - jobs involving aesthetics or culture

Performing Arts Production (Stage set construction, lighting and costume making)
Musical Composition and Performance
Sculpturing and Painting (Hobby Shop)
Fashion Design
Dance
Dramatic Arts
Film, Radio and Television
Film Processing (Photo Lab)
Creative Writing (Novels, Poetry, Essays, Dramas and Short Stories)
Social Sciences

14. Health Occupations - jobs dealing with soundness of body and mind

Dentistry
Medicine
Nursing
Veterinary Services
Pharmacy
Optical Care
Physical Therapy
Pathology (X-Ray, Lab Work)
Medical Research
Hospital Operation (Administration, Maintenance)

15. Hospitality and Recreation - jobs involving pleasant environment and leisure activities

Service Clubs
Recreational Facilities (Base Gym, Golf Club, Horse Stables)
Health Clubs
Therapeutic Recreation
Physical Fitness Programs
Camping Industries
Resort Operations
Hobbies
Social Directors
Hosting (Protocol)

ROLES OF SCHOOL PERSONNEL

AS THEY RELATE TO THE CAREER EDUCATION PROGRAM

The implementation of the Career Education Program will depend upon the full cooperation of all members of the school staff, as well as the staff of the district level. Therefore, each member of the school team has definite functions and responsibilities.

1. ROLE OF THE PRINCIPAL

   The Principal is responsible for:

   a. The implementation of the Career Education Program within the school.

   b. Providing positive leadership in developing the Career Education Program.

   c. Requisitioning supplies, textbooks and equipment needed to implement the World of Work Program.

2. ROLE OF THE ELEMENTARY SCHOOL COUNSELOR

   a. Provides assistance for teachers in the planning of career education activities.

   b. Provides teachers with information about student aptitudes and abilities when appropriate, which will ultimately lead to career planning.

   c. Works closely with the Educational Media Staff in the selection of career education materials

3. ROLE OF ELEMENTARY SCHOOL TEACHER

a. The elementary classroom teacher is in an ideal position to carry out a career education program. Since attitudes formed during the early years may be held permanently, it is important for the teacher to introduce topics and units of study which will stimulate sound concepts common to all work. The foundation for healthy vocational adjustment is laid during these elementary years.

b. The elementary teacher teaches career education concepts, with the purpose of having children learn about occupations in general and the work of their fathers in particular. These units should not be purely on occupations, but should be integrated with several other areas of the curriculum which help children improve research skill, study skills, and reading skills.

4. ROLE OF THE EDUCATIONAL MEDIA CENTER STAFF

The Educational Media Center Staff plays a strategic role in career development by providing the following functions:

a. Selects and maintains an up-to-date occupational media collection.

b. Provides the students and faculty with an organized, easily accessible collection of occupations and career development media: books, pamphlets, career kits, film loops, filmstrips, slides, tapes, etc.

5. ROLE OF SPECIAL SUBJECT AREA TEACHER

Special subject area teachers such as art, music, physical education and host nation assist classroom teachers in the development of programs in the world of work as resource personnel. In addition, special subject area teachers integrate their subject areas with programs being conducted in the classrooms.

COMMUNITY ASSISTANCE IN PLANNING

I. A WOW representative should contact the host installation commander to ask for his support.

   a. A well planned presentation using a briefing chart, would be appropriate.

   b. Interest should be expressed in the military mission.

   c. Stress the need for an interested project officer for the WOW program.

II. Learning about the base/post organization and jobs.

There are four levels of work performed on bases and posts which enables the mission to be accomplished; services, base support, mission support and mission operations. Visits should be made at each successive level, enabling the child to see how the community is interdependent and everyones job is important. You do not have to visit each section on every level but simply explain and discuss with the students that the photo lab, dairy and finance office have the same mission - service. The child can see many workers in different types of jobs at each section.

   a. Level One - Services: photo lab, gym, finance, housing, personnel office, information office, radio-television.

   b. Level Two - Base Support: supply, communications, civil engineering.

   c. Level Three - Mission Support: maintenance, air traffic control, supply briefings, training.

   d. Level Four - Operations mission: ships and aircraft

III. Scheduling field trips to visit each level.

The base schools should coordinate their field trip schedule to set specific times to visit each level. For example, level one might be visited during October and November.

FIELD TRIPS

Introduction

CHARTING THE EXPLORATIONS

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INTRODUCTION

When children think about themselves as becoming someone important in society, they need to observe and explore a wide variety of occupations which exists today. This section is designed as an aid in charting explorations and providing various ways to log experiences.

While performing the log activities, students are using subject knowledge, problem solving, group dynamics, creative arts, creative writing, dramatic play, and brainstorming to reinforce the experience.

Charting the explorations is necessary before making the journey. You will want to think through your goals before embarking. These are guidelines stated in behavioral terms to help you achieve a successful voyage. They are presented here to help you make your plans.

CHARTING THE EXPLORATIONS

I. Toward Excellence in World of Work Field Trips

A. Kindergarten

When planning a field trip to develop World of Work concepts, the teachers should arrange to have the following ideas made evident to the students:

1. The attitude of the worker is important.

2. Everyone working here is either helping to produce goods or services or both. The students should be able to identify if the final product of the company is goods or services.

3. The children should be made aware of the meaning of the term, job families, and should be able to identify the roles of workers on a job family tree upon their return from the trip. The teacher should guide the children in remembering 100% of the member positions which should be reported.

4. The kindergarten pupils should investigate and be able to tell about the tasks expected of at least 10% of the various members of the job family. The teacher should encourage further understandings.

5. Kindergarten pupils **should** be told what positions in the job family require more training than others.

6. Students should be helped to make observations using the following criteria:

   a. What mathematical understanding do workers need to perform their jobs well?

   b. What reading ability is required in each position?

   c. What spelling ability is required in each position?

   d. What special abilities might a worker need to be successful as a job family member?

Reporting of abilities should include an overview of at least 25% of the job family members.

B. Primary

When planning a field trip to develop World of Work concepts, the teacher arranges to have the following ideas made evident to the students:

1. The attitude of the worker is important.

2. Everyone working here is either helping to produce goods or services or both. The students should be able to identify if the final product of the company could be classified as products or services.

3. The children should be made aware of the meaning of the term, job families, and should be able to identify the roles of workers on a job family tree upon their return from the trip. From 75% to 100% of the member positions should be reported.

4. The group as a whole should investigate and be able to tell about the tasks expected of at least 25% of the various members of the job family.

5. The groups as a whole should be able to tell which positions in the job family require the most education and which require the least education.

6. The group as a whole should make observations using the following criteria:

   a. What mathematical understanding do people members need to perform their jobs well.

   b. What reading ability is required in each position?

   c. What spelling ability is required in each position?

   d. What special abilities might a worker need to be successful as a job family member?

Reporting of abilities should include an overview of at least 50% of the job family members.

C. Intermediate

When planning a field trip to develop World of Work concepts, the teacher should arrange to have the following ideas made evident to the students:

1. The attitude of the worker is important.

2. Everyone working is either helping to produce goods or services or both. Students should be able to identify if the final product of the company can be classified as products or services.

3. The children should be made aware of the meaning of the term, job families, and should be able to identify the roles of workers on a job family tree upon their return from the trip. 100% of the member positions should be reported.

4. Students should investigate and be able to tell about the tasks expected of at least 25% of the various members of the job family.

5. Students should be able to tell which positions in the job family require the most education and which require the least education.

6. Students should make observations using the following criteria:

   a. What mathematical understanding do people members need to know to perform their jobs well?

   b. What reading ability is required in each position?

   c. What spelling ability is required in each position?

   d. What special abilities might a worker need to be successful as a family member?

Reporting of abilities should include an overview of at least 75% of the job family members.

II. Making Your Journey Meaningful

A. Enlist your principal's aid.

1. Principals are invaluable while planning.
2. Principals will assist you in arranging transportation.

B. Enlist pupils' aid.

1. Share guidelines for excellence with your students.
2. Have them form a plan for recording information to be gathered and learned.

   a. Help them establish what questions they would like answered during the trip.
   b. Divide them into groups of approximately five according to information to be gained.
   c. Have thank-you notes written by student.

C. Enlist aid of hosts.

1. Make prior arrangements at their convenience.
2. Give hosts a list of things you would like pupils to learn.

D. Enlist parents' aid.

1. Have parental releases signed.
2. Ask for volunteers to assist you during the field trips.

a. Assign an appropriate number of students to each parent. Have them assist in learning information and keeping tabs on "kids".

b. Brief your parents on discipline plans; also have them refer problems to you.

E. Enlist the help of the Vocational Education Coordinator.

1. Share Ideas.
2. Solve problems.
3. Contact key people.

III. Student Conduct

Students should discuss acceptable field trip behavior. Along with this discussion should be included thoughts on appropriate treatment of students not conforming to class standards. If the treatment suggested is reasonable, the teacher could agree with the class to assist in carrying out their decisions. THEN, DO IT.

The teacher, after listening to contributions, may need to take the lead if suggestions by the class appear overly severe. She or he might suggest an alternate plan.

The military services are safety conscious; sometimes there will be a "hands off" policy during a tour. Use this as an opportunity to educate the children on safe practices and tell them that people working with various tools and equipment practice safety rules.

UNIQUE WAYS TO LOG THE EXPLORATIONS

I. Panel Discussions
II. Debate
III. Chart Experiences
IV. Bulletin Boards
V. Notebooks
VI. Dioramas
VII. Puppetry
VIII. Role Play
IX. Simulating Activities
X. Innovative Reporting

I. Panel Discussions

"Variety is the spice of life." Try using the panel discussion when children are reporting on field trips.

The panel was first designed to stimulate audience thinking bout a problem and its solution.

It is a way of conversing and using critical thinking before an audience. It is made up of more than one member. Members of a panel, often having studied a topic, think their way through the intricacies of it. The leader opens the meeting by introducing the panelists, the subject, and the technique.

The leader's function is to guide the thinking, to summarize, to probe, to clarify ideas, and to maintain warm relations. At the close of the discussion by the panelists, the audience is invited to participate in a forum meeting. The panel leader assists in the forum. Discussions such as these often help to clarify ideas and to determine how well objectives were obtained.

II. Debate

A. Have pupils research guidelines of debate. They will probably find:

1. Question must be stated in form of a proposition.
   Resolved: The work week should be shortened one day.

2. The resolution must contain one issue or conflict.
   Resolved: Students should not have final exams.
   Resolved: Honor system should be adopted.

3. Thought provoking, interesting questions should be presented to team and audience.

4. Debaters should understand both sides of topics.

5. Organize research notes on index cards.

6. Debate chairman introduces team members and announces the topic.

7. Time limit must be set.
   Order of Speakers:
   First Affirmative
   First Negative
   Second Affirmative
   (three of each)

8. After last negative speaker, teams prepare rebuttal, using notes made on points and issues.
   Order of Speakers:
   Negative first

B. Hold debates in your classroom.

1. Write concise resolutions which deal with occupations.
   Example--Resolved: A woman would be a good choice for President of the United States.

2. Divide class into teams to do research and to prepare arguments.

3. Schedule debates until all are heard.

4. Judge renders verdicts.

5. Class evaluates arguments.

C. Improve through debating.

1. Vocabulary growth and respect for opinions
2. Critical listening and speaking
3. Fact gathering
4. Interpretation
5. Evaluation
6. Oral expressions

III. Chart Experiences

A. Provide common experiences. Expose children to a wide variety of occupations in K-6. Children need to know that job clusters are comprised of various occupations. They need the skills necessary to perform jobs. Students need to discover why skills should be performed with excellence and why training is necessary.

B. Develop Career Exploration Chart

1. Encourage a lively discussion of experiences.
2. Record key ideas on the blackboard.
3. Recognize all student contributions.
4. Emphasize specifics by isolation
5. Read again as a whole
6. Transfer to a permanent chart

C. Utilize Career Exploration Chart

1. Organize your career exploration chart file on rings so that pupils can peruse and re-read with pride of accomplishments.

2. Place your career exploration chart file in a prominent place.

3. Encourage children to develop self-understanding and to set realistic goals.

IV. Bulletin Board

A. Brainstorming for Bulletin Boards

1. Judgment is ruled out. Withhold your criticisms.
2. Free wheeling is welcomed--the wilder the better. You can tame it down later.
3. Quantity is wanted--the more ideas, the better your bulletin Board
4. Combination and improvement are sought. An additional idea is a hitchhiking one.

B. Constructing Bulletin Boards

1. Career subject for display
2. Career caption
3. Career materials to use
4. Arrangement of materials
5. Lettering

C. Evaluating Bulletin Boards

1. Did you cover the subject effectively?
2. Is the display technically good:
   a. Letters straight?
   b. Good balance?
   c. Neat?
   d. Attractive?

V. Notebooks

Notebooks make excellent depositories for historical recording and logging of experiences.

Children may wish to make a check list for career information collected on their exploration trips; to bring back to the classroom significant forms used in the businesses visited; to quote the workers verbatim; to draw pictures illustrating what they saw; to write a reportorial article about the visit; and to take pictures on the trip.

VI. Dioramas

A diorama is an exhibit showing modeled figures or objects in front of a painted or modeled background. Dioramas showing outdoor scenes often have curved backgrounds and smaller figures toward the back to give better perspective.

Useful materials:

tempera paints
shoeboxes with construction paper cutouts
tongue depressors
pipe cleaners
clothespins of all sizes and types
screening and chicken wire
buckram and inexpensive miniatures

The teacher should guide the planning and use of materials so that the children achieve a simple, direct representation of reality. Planning will avoid a cluttered appearance.

Because they can be bent into any position, large size pipe cleaners are helpful in simulating persons engaged in an activity. Some pupils may paint the pipe cleaners; others may clothe them. Occupational characters can be clothed in paper costumes or with scraps of cloth. Small clothespins with painted faces may be dressed like all types of workers.

Paper sculpture figures, figures from magazines, and cutout cardboard figures can be braced, placed on standards, or placed in a modeling clay base. Screening or wire cut and bent to shape can be used effectively for characters.

For trees and vegetation, dyed sponge is useful Real twigs or pipe cleaners make good tree trunks. Scraps of buckram, dyed green, make realistic palm leaves. Paper, cut and colored with crayon or paint, serves well for leafy vegetation. Dried grasses can also be used. For evergreens, cuttings placed in water and later sealed with chewing gum at the cut end may be used.

Three dimensional terrain effects can be achieved by using wire screening bent to shape and covered with papier-mache or by using corrugated materials. The same material can be used to simulate caves, tunnels, overpasses, terraces, and other scenery.

VII. Puppetry

The key to puppetry is the exaggeration of:

1. Facial features
2. Voice inflections
3. Personality traits
4. Head and arm motions

When children are to act in a puppet play, a good guideline for them to follow is: Act like a puppet would act if he suddenly cameto life.

VIII. Role Playing

In using role playing, one can instantly become someone else in order to act out a problem, real or imaginary. When role playing, one can project himself into the part and react to it in a number of different ways, thereby learning a lesson in human relations.

Role playing lends itself well to a small group but the technique is amenable to large groups. It is fun to share a different problem situation related to the same general topic and have groups interpret the situation. It is spontaneous and great fun. The humor of the situation can be enjoyed because it "is not for keeps".

A. Procedure

1. Define and explain the problem.
2. Plot the main points.
3. Set the scene, so that the audience knows who the characters are.
4. Brief actors as to their attitudes as characters.
5. Create an informal atmosphere.

B. Pre-planning evaluation

1. How appropriate is this for my group? Take timing into consideration.
2. Can I make my group sensitive to the value of problem solving?
3. Can I have members of the groups as observers and give them something to observe?
4. Am I ready to encourage constructive evaluation of the solutions?

C. Suggestions

1. The developmental stage of the child will determine the time limits for each scene.
2. Be sure to stop when the main points have been made.
3. Several small groups may role play the same situation or problem, compare results, and discover the variety of reactions.
4. Never get involved with the personalities doing the acting, only with the personalities of those being role played.

D. Role playing connected with career development

1. Work of a mother, father, or friend
2. Conflict situations with other children or with adults near them
3. Worker interaction

IX. Simulation

Simulation involves a selective representation of reality. It contains only those elements of reality that the designer deems relevant to his purpose.

Career development programs have been very successful in simulating production lines and various other job conditions. There are two types of simulation, mini and maxi. Examples of each can be found under "Implementation of Some Activities".

X. Innovative Reporting

Give the children large sheets of paper, felt pens, poster paints, crayons, finger paints or string and encourage them to illustrate their reactions to the field trip. From the children's pictures, make a classroom TV movie. Choose pictures that illustrate each part of the story. Glue them together in a continuous strip. Fasten each end to a wooden dowel to facilitate rolling pictures for TV showing. Let the children furnish the sound track for their movie by narrating the story on tape or in person. Children can make and use murals or transparencies as media for reporting.

NOTES

GENERAL CHARACTERISTICS AND BEHAVIORAL OBJECTIVES

Many opportunities await today's child and WOW seeks to equip him to face the challenges of the future. Starting with his earliest educational experiences, WOW helps the child to develop a self-awareness and a respect for the dignity of all work. WOW fosters within the child the growth of attitudes, values and understanding of his particular abilities as well as an appreciation of the abilities and needs of others. This knowledge enables the child, even at the elementary level, to begin selecting realistic goals for himself.

Vocational guidance no longer is relegated to the secondary level; it is an integral part of the elementary curriculum. Where does WOW begin?

First, an enlightened recognition of the basic characteristics inherent in the child is necessary. A brief description of the child at each year from five through eleven follows. Just as the complex personality of a child cannot be adequately captured within a few descriptive paragraphs; also a child's behavior cannot be judged solely by his chronological age. These descriptions are designed for flexibility.

Second, a set of objectives has been designed to motivate the child to a deeper awareness of himself and his place in the world of today and tomorrow. Much emphasis is placed today on the development of concepts and values through a study of the social sciences combined with all disciplines. The objectives listed here are based in part on the concepts found in The Social Sciences - Concepts and Values by Harcourt, Brace, and Jovanovich, Inc. Using these flexible guidelines, WOW can be incorporated into the heart of the academic curriculum and thus introduced to the elementary child.

FIVE YEAR OLD - What He Is Like

Five is a hatful of adjectives. He has been described as serious, businesslike, realistic, literal, poised, sympathetic, friendly, helpful and affectionate.

This is a rather impersonal age, the self and others are taken for granted. He is not even interested in his own name or the names of others. To him his age may be more important than his name.

Five lives in a here-and-now world, and his chief interest in the world is limited to his own immediate experience. He likes to stay close to home base.

He is an explorer of his neighborhood--around the corner and across the street. He likes to trace journeys on maps and make simple maps indicating the route he takes to school. He may also be interested in distant cities and states if someone he knows is there.

Imaginative play gives an appearance of being cooperative though it actually involves little real cooperation. Each child carries out his individual activity and has little concern for the group as a whole. Five is not a highly socialized individual.

He wants to do everything everybody else does. He is constantly observing and imitating adults; much play centers around the house. This dramatic house play also involves some sequence of time, such as the routine of the day.

Five is dependent on adult company and support. He actually likes and invites supervision.

BEHAVORIAL OBJECTIVES - What You May Expect Of Him

1. Given a set of pictures along with background information concerning the responsibilities of the members of a family, identify the members of his own family and their responsibilities.

2. List orally the responsibility of each person or how each person helps in a family.

3. Given pictures of school helpers, state orally the duties of each helper. (principal, teacher, janitor.)

5. Given background information and pictures of community and school health helpers, answer questions concerning each. (principal, doctor, dentist, nurse.)

6. Given background information of communities, identify differences in homes, jobs, and responsibilities in the community.

7. Identify his father's occupation.

8. Shown an illustration typical of a specific occupation, identify orally that occupation.

9. Given a picture of two or more characters involved in a work activity, explain the picture by naming its contents and describing the activity.

10. Given a list of tools used in various occupations, match these tools with the workers using those tools.

11. Following a unit on maps and globes, recognize the similarity between an area first introduced on the globe, then shown on a flat map.

12. Using role-playing techniques to dramatize the difference between producing something and consuming it, discover that everyone is a consumer as he uses goods and services.

13. Following a discussion using illustrations of children in a situation involving health and safety, recognize the need for health and safety rules.

14. Placed in a group situation, participate in group discussions relative to his feelings about self, school, his work, and his responsibilities.

SIX YEAR OLD - What He Is Like

A six year old has been described as an impulsive, undifferentiated, volatile, dogmatic, excitable, and compulsive individual. Six is highly active, but he is easily fatigued.

Six is the center of his own universe. He wants and needs to be first, to be loved best, to be praised, to win. He believes that his way of doing things is right and wants others to do his way as well.

At this age, the past pertaining to him and his family is more important than the present. He penetrates the future by the sequence of significant holidays and family birthdays.

He is interested in all that happens around him and is constantly observing, listening, and experimenting. The terrific newness of reality shows itself in a marked increase of fear response. He is afraid of strange places, animals, people, sounds, deformities, and the unknown regions of space.

Six, on the whole, likes school and is eager to learn. He wants to work but prefers the beginnings of projects and not the middle or end. Learning is best achieved by creative participation rather than by rote.

Even though the child himself is the center of his universe, he is also interested in the sun, moon, planets and the whole world. He is also developing a minimal picture-book type interest in children of other lands. There may be benign verbalization of racial differences but usually no exclusion in play. The child himself is beginning to be aware of his own race.

Six does not behave like a complete person. He often takes things belonging to others because the distinction between mine and thine is difficult for him to make. Rules are to be made by him in order to enable him to win. With experiences in the outside world he may find standards and rules somewhat different from those he has met at home. He is also becoming interested in specific places as well as relationships between home, neighborhood, and an expanding community. Here, too, he will face new rules and standards.

BEHAVORIAL OBJECTIVES - What You May Expect Of Him

1. Given cutouts of major parts of the body and following a discussion, recognize his present and predictable height and weight.

2. Given illustrations or pictures of boys and girls of different races, describe a variety of individual characteristics of another child.

3. Name some activities a child can do when his one, when he is six, and when he is sixteen.

4. Identify, list, and discuss those combinations of characteristics that make them unique.

5. Discuss similarities and differences among groups of children.

6. Following a discussion of the three major races, recognize that no race is better than any other race. A person's worth is not related to his racial characteristics.

7. Presented with posters or pictures of black heroes both past and present, list some of their contributions to society.

8. Given background information and pictures of various ethnic groups, identify orally the differences in living situations and responsibilities.

9. Through direct experience (field trips) or indirect experience (film) involving human relations, develop respect for other cultures, realizing that every group has something to offer.

10. Given pictures and background information on man and his environment, describe two different environments.

11. Describe the kind of clothing people might wear in different environments during different seasons.

12. Discuss what makes a certain environment difficult to live in.

13. Predict what might be seen on a trip through a city or the country.

14. Classify a given list of activities into summer, winter, urban, and rural categories.

15. Identify ways in which certain water environments are similar and dissimilar.

16. List geographic features favorable and unfavorable for human life.

17. Following a discussion using illustrations of children in a situation involving health and safety, recognize necessity of rules and his responsibility in following rules.

18. Give reasons for three of the rules his family has made.

19. Identify who might make and enforce rules in given situations.

20. Name different rules he might encounter in two or three different situations.

21. Give reasons for having certain rules in some places and different rules in other places.

22. Following a unit of "Basic Needs," identify what people need to live.

23. Given information through a unit of food, identify the unseen workers needed to bring food from the farm to the table. (harvest workers, packaging personnel, delivery men, salesmen)

24. Given a collection and data of his ancestor's past, identify events in the past and relate to them.

25. Given a situation, determine how choices are made.

26. Through classroom activities, identify the variety of cultural diversity in the U. S.

27. Recognize how knowledge of past events is important in planning for the future.

28. Recognize difficulties he might have in learning if no one were available to teach him.

SEVEN YEAR OLD - What He Is Like

The seven year old is serious, absorbed, thoughtful, inhibited, and emphatic. He sets goals too high for himself. He may often be moody, sulky, and unhappy. Unlike the six he cannot take compliments.

He is becoming more aware of himself and others. By absorbing impressions from what he sees, hears and reads and by working things over in his own thoughts and feelings, he seems to be strengthening and building his own sense of self. He believes that others, children and adults, are mean and unfair. Seven is trying to place himself in the social and physical world.

At the age of seven, interest in home and family are very strong. He is becoming serious about such concepts as home, family, and government. He now compares his own home and family to others. Seven is somewhat similar to six with depening meanings and more understandings of relationships throughout the community.

Although he is interested in fairies, in supermen, and magic, he is beginning to manifest an almost scientific interest in causes and conditions. He has a more intelligent awareness of the sun, moon, clouds, earth's crust, stones, heat, fire, and geology. He is also interested in the fact that "there are other places than just here."

Seven still must learn to work and play with others. There is some group cooperation at this age but most action is primarily for individual ends. Although he is better at losing than before, he still likes to win.

Seven's idea of good and bad is b ginning to be slightly abstract. It is no longer concerned solely with specific actions allowed or forbidden by his parent, but involves the beginning of a generalized notion of good and bad.

BEHAVORIAL OBJECTIVES - What You May Expect Of Him

1. Given a set of pictures along with background information concerning the responsibilities of members of a family, identify the members of his own family and their responsibilities.

2. Shown home movies of children at the time when they were learning to walk and tape recordings of babies learning to talk, discuss what might happen if they did not have adults to learn from.

3. Given background information, photographs, or posters which illustrate typical scenes in foreign cultures, name what children in a different country might learn.

4. Distinguish which actions are habits and name different habits.

5. Given background infromation from other cultures, identify differences and similarities in the same occupation in various cultures.

6. Given background information concerning the make-up of minority groups, define and list orally various groups.

7. Presented with a display on minority groups, recognize the contributions to America made by minority groups.

8. Explain why people in a common situation have to follow the same rule.

9. Discuss importance of certain universal rules.

10. Given photographs which show people in interacting situations through a discussion of the photographs, recognize the necessity of interaction.

11. Placed in a group situation, orally explain his feelings about himself and his responsibilities.

12. Following a unit on maps and globes, recognize the usefulness of maps, globes, and directions.

13. Compare other countries with his own.

14. Given a list of resources, recognize that no region of the U. S. (nor any of the world) has all the resources it needs and recognize the value of sharing resources.

15. Shown photographs of the children's grandparents and parents, recognize that children resemble their parents because humans pass on some of their physical characteristics.

16. Through preparation of a chart listing different physical and cultural features of the child's environment, recognize that people adjust to their physical environment and behave in accordance with the conventions of their cultural environment.

17. Given pictures and background information on man and his environment, verbalize his own responsibility to the world about him and fulfill that responsibility according to standards he himself has set up. (cleaning his desk, classroom)

18. Recognize that the customs of one culture are not necessarily better than those of another culture.

19. Relate his insight regarding physical environments to his insight regarding cultural environments and recognize that one influences the other.

20. Perceive that different cultural traditions, such as games, holidays, and ways of acting and believing, are of great importance to the people who have them.

21. Following a discussion on the ways people acquire income, recognize the purposes of money as a medium of exchange.

22. Given a list including the following: using crayons, wearing clothes, eating a meal, having a television repaired, going to the doctor, recognize the reasons for using and saving money.

23. Given a list of tasks people perform at work (making bread, repairing automobiles, cooking in restaurants), distinguish between goods and services.

24. Realize that most people work to acquire the income with which goods and services can be purchased.

25. Following a unit on clothing, list the workers involved in producing a piece of clothing for the consumer.

26. Following a unit on food, trace the production of a specified food product.

27. Given background information on various occupations, list workers and discuss people as resources.

28. Given a list of tools needed in various professions, match each tool with the profession that uses the tool and explain the usefulness of various tools.

EIGHT YEAR OLD - What He Is Like

The eight year old can be characterized by speediness, expansiveness, and a dominant tendency to appraise what happens to him and what he causes to happen. He is adventurous and eager to try new things and examine new places.

As his area of experience expands, he develops deeper understandings of community relationships. Foreign countries and world relationships are better understood. An increased interest in distant and long-ago people is shown.

His expanding information and experience lead to knowledge that standards may differ. There is an increasing identification with social and political groups and exclusion of those who are different. He is also becoming more conscious of his own racial status and nationalisty. By nature he is so cosmopolitan that this is a favorable time for strengthening sensible attitudes in human relations.

Eight is definitely conscious of the school group as a group to which he belongs and owes something. With increasing reasonableness, he accepts limitations set by peers. He tries to live up to the standards of others. Eight is even capable of losing with grace on occasions.

He is better able to distinguish between real and fanciful. He is beginning to recognize conclusions, context, and implications where before he could identify **only** a part. Unfortunately, for his parents and teachers, he is also beginning to doubt their infallibility.

BEHAVORIAL OBJECTIVES - What You May Expect Of Him

1. From pictures, descriptions, or field trips to new environments, recognize the attributes of environment: people, aspects of places, and ideas.

2. Recognize cultural traits, particularly manners, work skills, tools, and language in a new description or picture of a new situation.

3. Recognize pictorial before-and-after examples and describe in his own words changes in an environment.

4. Identify changes in the ways of life of a community and recognize these changes as specific reactions to other given environmental changes.

5. Recognize his ability to help others adapt, and vice versa.

6. Recognize that change occurs everywhere and is continuous. Identify evidence of change through a visit or in pictures of an area under development or redevelopment.

7. Recognize and describe several types of maps: globes, climate maps, flat maps, relief maps, and profile maps.

8. Recognize the significant elements in that part of the environment called climate and apply these elements to new examples.

9. Explain in his own words why a knowledge of geography is essential to an understanding of the past.

10. Describe in his own words the roles, as he sees them, performed in his classroom and in his family.

11. Given a specific change (such as a particular invention) explain how some roles and values will change as the environment changes.

12. Given a familiar environment into which a change has been introduced, explain who might favor it, who might oppose it, and why.

13. Given data on other societies, describe specific similarities and differences among roles performed.

14. Given specific information of the ways people in a society spend most of their time, infer what is valued by that society.

15. Explain, using data about the daily life of a child in another community, how people of all communities have values that they learn from other members.

16. Recognize, in a description of a culture new to him, cultural traits relating to food, clothing, and shelter.

17. Given before-and-after pictures or descriptions of a place, construct several specific questions regarding changes in the cultural traits and values of the people living there.

18. Give examples of cultural traits and values in his school.

19. Give examples from American history of evidence of several cultural traits and values held by European settlers.

20. Following a discussion on outstanding black people both past and present, list orally local as well as nationally know figures.

21. Recognize, from a list of simple statements of causation, those that give no evidence or those in which the evidence does not support the conclusion.

22. Describe several situations in which language is necessary.

23. Differentiate between items he needs to survive and items he chooses to have because they hold special value for him.

24. Recognize from a description of people working in a setting new to him several kinds of resources (natural, human)

25. Describe in his own words different situations in which he or his family are consumers or producers.

26. Select from a list of jobs those that produce services.

27. Given several rules or laws dealing with protection, hyphothesize what might have happened in the past that made the community wish to prevent a recurrence.

28. Recognizing a need for action at his own level of experience, try to persuade others to take such action with him.

29. Given a situation and several alternative plans, decide on a democratic way to choose goals and behavior.

NINE YEAR OLD - What He Is Like

Self-motivation is the cardinal characteristic of this age. He has a growing capacity for reasoning. He is more independent, dependable, self-sufficient, trustworthy, responsible, cooperative, and impressionable.

He shows an impressive sense of fairness and even reasonableness in his estimates and expectations. He can accept blame. He has a keen emotional and intellectual interest in punishments, privileges, rules and procedures. He judges the fairness of discipline both by his own and group standards. He is very receptive to elementary ideas of justice and responds readily to injunctions against racial discrimination.

Although the nine year old has a greater capacity for independent work, he is more competive as a member of the group. He enjoys group projects and is learning to s bordinate his own interests to the demands of his peers.

He has an interest in expanding community life: community problems of life, health and property, mercantile business; manufacturing industries; agricultural industries; transportation; weather; animal and plant life in the community; and holiday and seasonal activities.

Nine's environment has widened to include the whole earth. His understandings, attitudes, and concepts become world-wide. He enjoys communicating through correspondence with distant places. None also has a strong interest in details of life in foreign countries and in primitive times.

BEHAVORIAL OBJECTIVES - What You May Expect Of Him

1. Recognize and describe some of the customs learned through his family group, his neighborhood group, and his school group.

2. Infer, from given data, roles and ways of interacting among members of a group.

3. Use the classroom as a place to share meanings and to work toward common purposes in a supportive, open manner.

4. Make choices appropriate to his own situation about belonging, conforming, and choosing among groups and roles within those groups.

5. Recognize the differences between inherited and learned responses and explain why he can learn something new.

6. Explain in his own words how human and animal learning are alike and different.

7. Demonstrate one way changes in the environment stimulate responses that result in learning.

8. Describe the elements of habit formation, given a new situation.

9. Explain and demonstrate how mistakes may be used to further the learning process.

10. Explain the reasons why a given social problem has more than one possible solution.

11. Explain how he can control what he learns and what he does not.

12. Give examples, at his own level, of the value of human ability to communicate experiences.

13. Specify in his own words, several ways in which cities receive and distribute the products of natural resourses.

14. Recognize problems faced by migrant workers or by immigrants in adapting to new environments.

15. Draw, act out, or describe a hypothetical situation in which resources have been badly managed.

16. Describe changes that occur in his own environment and what they mean to the lives of people.

17. Recognize fear of change in self and in the statements and behavior of others.

18. Plan in advance how he is going to reach a specific goal.

19. Be willing to work with others to reach their goals and his own.

20. Recognize in a story of a family's needs that, because of scarcity, ceonomic choices must be made.

21. Given a national resources map, recognize that resources are limited.

22. Using a goal set by himself for himself, describe how planning, work, and time might make it attainable.

23. Given a list of resources, recognize that no region of the United States (nor any of the world) has all the resources it needs.

24. Given a barter situation, recognize the advantages of a money system of exchange.

25. Given a task which requires several people who have different talents, suggest roles for several individuals.

26. Recognize in a case situation that resources must be shared and conserved.

27. Given a familiar group activity, describe a norm of behavior and a value it represents.

28. Given neighborhood need for protection or services, explain the need for social control or law.

29. Recognize the need for organized systems of social control.

30. Given background information concerning the make-up of minority groups, define and list orally these groups and the contributions and achievements of group members.

TEN YEAR OLD - What He Is Like

The emergence of self-identity and self-worth characterizes the ten year old child. He is eager to learn new things, assume responsibility, and participate fully in every experience. His innate abilities, which help shape and determine his future, are becoming more evident. He achieves better coordination through development of his small manipulative muscels. Capable of more action, he is bounding with energy and elert to new activities. He is a bundle of contrasts: out-going, yet secretive; sensitive to the needs of others, but often self-centered; still dependent, but increasingly self-reliant.

He emulates those adults whom he admires and new heroes beyond the home emerge from his broadening world. He attempts to identify with specific models or heroes in imaginative,vicarious experiences through which he can imitate, create, and dramatize different roles. The heoroes and heroines of the ten year old provide him with suggested life goals and the child who has no ego ideal at this age often becomes confused about possible occupations as he reaches adolescence.

With the beginning of biological changes in the body, the ten year old has a greater awareness of self. Some sex antagonisms may develop as boys and girls channel their interests to different areas. Girls begin to grow faster and larger than boys. Girls are more aware of physical appearance and care of the body; boys become keenly competive, displaying their developing manipulative skills. Both sexes respond well to adults, seeking their actions acceptance and approval.

The ten year old has intense feelings of loyalty and justice. He often visualizes a future dedicated to service to others. Since his identity as a person is affirmed in his discovery that he is important to someone or to a group, he needs to be a part of a group relationship that recognizes that worth of every person. He wants to have a voice in family plans and a firm status in the group to which he belongs, sharing in planning and decision making. He is a significant person and needs opportunity to live and learn as a responsive and responsible person in all his relationships.

BEHAVORIAL OBJECTIVES - What You May Expect Of Him

1. Recognize that man's adaptation to his environment is the result of inter-action of biological and cultural traits.

2. Recognize that cultures in varying environments have similar components.

3. Given a resources map, explain how man modifies the environment in order to utilize his recources and to increase them.

4. Differentiate through a study of manufacturing between the patterns of buying and selling.

5. Make choices appropriate to his own situation about belonging, conforming, and choosing among groups and roles within these groups.

6. Given a situation, the child should be able to function well within a group as either a leader or follower.

7. Through an investigation of immigrant groups and their adaptation to American life, study how people maintain and change values.

8. Examine changes in our political system and the effects on the individual.

9. Through investigation, consider concepts and values which support a stable government.

10. Learn to acknowledge failure as well as success as a learning process.

11. Recognize that role playing differs from playground or classroom activity.

12. Given a set of instructions geared to his level, read, interpret, form a plan of action, and follow through to completion.

13. Differentiate between luxuries and necessities by making selections from a listing.

14. Recognize that many of our physical traits are inherited while cultural traits are learned.

15. From a list of jobs, distinguish between those dealing with services and those dealing with products.

16. Realize that the biological changes taking place in his body are natural and not to be feared.

17. Recognize as an area of his responsibility the importance of being on time.

18. Recognize the necessity of rules, laws, schools and communities.

19. Recognize his responsibilities in various groups: home, school, community and world.

20. Through research, recognize areas of similarities and differences of various cultures.

21. Recognize that values are ideas and ways of acting that people prize and that they vary in different cultures.

22. Through a survey, discover if his location has ecological problems.

23. Suggest en areas in which the elementary child can protect, conserve, and improve his own environment.

24. Investigate how different states share resources. (EX.: aluminum, plastic, glass, tin, and paper products.)

25. From a list of items, investigate ways to recycle. (EX.: aluminum, plastic, glass, tin, and paper products)

26. From a price study of a certain object 25 years ago and today, determine the reasons for changes in price.

27. By study of the production of a certain item, recognize how profit is determined.

28. Determine how choice in buying influences the law of supply and demand.

29. Recognize that in a family's budget selections are determined by needs and economics.

30. Recognize how monopoly changes the price of goods in a community.

31. Recognize that the government protects the interests of consumers by controlling prices of public utilities.

32. Recognize through a comparison of similar stores that prices depend in part upon competition.

33. Given a certain product, determine the differences in final prices when paying in cash, or installment plans, or with varying rates of interest.

34. Recognize personal values vary with each individual and can not be judged by monetary values.

35. In a given situation, determine the importance of compromise in achieveing a goal.

36. By a study of the amendments of the constitution, recognize that government must change as times change.

ELEVEN YEAR OLD - What He Is Like

The eleven year old child has reached a stage in his physical development where he is twice as strong as he was at six years old. He has most of his permanent teeth. His bones are harder and easier to break. Body proportions of the child this age are already much like the adult. Sudden physiological changes begin taking place at this age. Spurts of height, weight and changes in body structure are taking place.

His sex consciousness has been sharply increased. There is at this age, however, considerable anxiety over associating with the opposite sex or revealing any interest in each other. These changes have a great effect on his psychophysical make-up. The peer group becomes increasingly important as far as boys associating with boys and girls associating with girls.

Although friendships are quite unstable and sometimes short lived at this age, he tends to choose these friends from having similar interests such as living near by or working together on assignments.

Values, hobbies, future goals, work habits, and vocational aspirations are well on their way to being adopted. His view of groups becomes more formal in structure.

A survey of the eleven year old reavealed that he likes to jog, swim, golf, play marbles, ride bikes play basketball, baseball and tennis, watch movies, go sledding and fly model airplanes. He dislikes dancing, being watched, someone yelling at him, someone helping him, standing in one place, being in crowds, riding buses, being criticized, and people who "give up" too easily.

Instead of emulating his parents, he begins to idolize figures with more glamor and prestige than the members of his own family. He has new heroes from newspapers, movies, comic books, magazines and television. The doctor, nurse, missile expert, astronaut, airline-hostess, and football hero have appeal. In an effort to identify with these people, he begins to imitate their behavior

BEHAVORIAL OBJECTIVES - What You May Expect Of Him

1. Explain why patterns change as people in a culture adapt to a new way of life.

2. Describe how values may change when a culture changes.

3. Specify how differences and likenesses among people can be shown by data that has been collected and recorded.

4. Explain how the agricultural revolution and the urban revolution made great changes in man's way of life.

5. Through examination of jet engine, recognize that the more mechanized our society becomes, the greater becomes our job training.

6. Explain why all types of jobs became important as cities developed

7. Given a map, explain why cities developed and often became centers of trade.

8. Explain how, as cities grew in the Middle Ages, a new class of merchants and craftsmen developed.

9. Explain why different skills and roles are necessary in American society.

10. Explain how institutions, such as schools, hold societies together.

11. Given a list of goods and services, explain how they are exchanged to form our society's economic system.

12. Explain why it is important to use resources in the most efficient way.

13. Explain in his own way how producers are affected by what economists call the "law of supply and demand."

14. Explain in his own way the meaning of "corporations".

15. Explain the term "gross national product".

16. Given a graph, compare the per capita productions of two nations.

17. Make a list of 15 items which would show that a market economy is based on competition.

18. Explain how economic systems are made up of interdependent groups of people who share resources.

19. Given the term "interdependence", explain how the amount of goods and services an economic system is able to produce depends on the ways in which people are interdependent.

20. Give examples of how economic systems are shaped by the values of interdependent groups within societies.

21. Explain why governments have au[illegible]y and power over the people they govern.

22. Given the examples of Adolf Hitler and John F. Kennedy, explain how governments are affected by the way their leaders come to power.

23. Explain how our government is organized by the U. S. Constitution, to make changes to meet the needs of a changing society.

24. Explain in his own way how a democratic form of government depends on interaction among large numbers of citizens.

25. Give an example of how power may change hands although the form of government stays the same.

26. Compare the current Chinese political system with that of the United States.

27. List the aids used by cartographers to enable them to make accurate maps.

28. Given a reading of 45 degrees north latitude and 75 degrees west longitude, name the nearest capital city.

29. Identify boundaries as showing the areas over which nations have sovereignty.

30. Recognize that our way of life is ever changing to meet the needs of society.

JOB CLUSTER ACTIVITIES

JOB CLUSTER ACTIVITIES

This section on activities has been compiled to reinforce the behaviors which the teacher wishes children to attain. The list of activities for each job cluster is by no means complete. They are merely samples. Although the activities have been listed under a particular job cluster, the activities may be implemented in other clusters.

One of the concepts in the World of Work is that all occupations are dependent on other occupations. Interdependence of occupations has been emphasized throughout this handbook.

In addition, any activity may be related to more than one of the disciplines in your curriculum. For example: An activity in handling food products may be incorporated in the areas of science, health, social sciences as well as mathematics, language arts or art.

A section on "Implementation of Selected Activities" has been included to illustrate how certain activities, developed in more detail, may be adaptable to any age group. These expanded activities are listed by subject area but they, too, are adaptable to more than one discipline.

MANUFACTURING

1. Demonstrate to the class the making of a simple paper-doll coat of colored construction paper. Have each child make a similar one. Then divide the class into "Specialists" groups of pupils doing specific parts of the process in an assembly line. One group cuts out coats; another cuts collars. A third group would paste on the loose pieces and finally, one pupil may add the decorative stitching with a crayon. Point out how many more coats can be made in less time than when each pupil did the entire job himself. Older children can make more complex items using this same method.

2. Ask the pupils to bring in any small hand looms they may have at home and demonstrate their use to the class. Make an object to take home.

3. Collect pictures of major products such as automobiles or planes. Have the children put them in sequence to show how the product has developed over a period of time.

4. Brainstorm in groups to think of ideas for new inventions to make life easier.

5. Categorize foods eaten in their natural state and those foods that need processing or other preparation.

6. Children can make a people-chain of workers involved in getting a product (such as a newspaper) to their home.

7. Use an assembly line technique to produce school buttons "ADAM School," "Earth Week" (or any chosen product, occasion or name).

8. Have a display of tools used for cleaning. Compare the manual tool or item with its mechanical counterpart. (broom-vacuum cleaner; waxing mop-electric waxer and buffer; shoe brush-electric shoe brush; toothbrush-electric toothbrush)

MANUFACTURING

9. Have a display of articles produced by an individual or by many people.

10. Have students design clothing they would like to wear for sports, special occasions or everyday wear with consideration given to textiles. Invite a seamstress or tailor to visit the class

11. Have students bring samples or pictures of manufactured items. The items may be classified in various categories. (needs and wants; clothing; health; construction)

12. Display charts, models and materials needed for manufacturing rockets or other vehicles for transportation.

13. Construct dioramas and panoramas to depict the life style of the worker, activities at the pier, airport, lumber camp, United Nations, branches of the federal government or recreational activities.

MARINE SCIENCE

1. Visit a marine life park or lab. Have children display pictures of marine life and workers involved in the operation of the park or laboratory.

2. Visit the port area. Make observation of the occupations and list skills necessary to make nets, tarpaulin covers or to operate the crane.

3. Investigate materials necessary in making ropes. Simulate this activity in the classroom.

4. Have students form groups to study their interest areas in oceanography.

5. Investigate ways oceanographers contribute to national defense.

6. Compare the occupational similarities of the oceanographer, mathematician, and engineer.

7. Investigate the occupations in oceanography and list training required for the various branches of this profession.

8. The oceanographer is dependent upon others to perform his occupation. List workers who help the oceanographer.

9. An oceanographer is a consultant to other workers. Investigate other workers who depend on the oceanographers.

10. Invite a guest speaker to talk about the local marine life, its recreational aspects, conservation, ecology and hazards caused by some of the poisonous marine life.

11. Make a display of tools and clothing necessary in collecting some marine animals and plants.

12. Equip fresh-water and salt-water aquariums. Discuss the differences and similarities.

MARKETING AND DISTRIBUTION

1. Make cookies to gain a fuller understanding of specialization and division of labor in production. Special jobs might be recipe reading, ingredient measuring, mixing, baking, and quality testing. Other special jobs could be packaging, advertising, and selling. Select a name for the product. Estimate the cost of the materials and labor needed to produce the cookies and decide on a selling price for them that will include a small profit. Sell the product to other classes or to parents. Later, have the pupils evaluate the efficiency of their production.

2. Take the class on a field trip to a supermarket or commissary, noting especially the kinds of fruits and vegetables sold, how items are displayed to attract buyers, and the kinds of workers needed.

3. Make a list of occupations involved in the production and distribution of canned goods.

4. Invite a grocer or commissary personnel to explain to the class where his fresh fruits and vegetables come from in summer and winter and how they are transported.

5. Plan an advertising campaign. The advertisement may promote a school fair, sale or other fund-raising programs.

6. Have children compose campaign slogans on one theme or product. Different committees can compose slogans which would appeal to: children, housewives, scientists or engineers.

7. Have another committee work with the "advertising copywirters" to do the art and layout for the campaign slogans.

8. Another group may circulate the campaign posters.

9. Have a library week campaign. Children may campaign for a favorite book title or author by classes and have a voting day to vote for their favorite book title or author.

OFFICE OCCUPATIONS

1. Have the children keep an expense account.

2. Divide the class into teams of four. Let each child on the team serve as a worker, an employer, a seller or a buyer.

3. Have each child assume he has just received a pay check. Have him write a story to tell how he would spend his money.

4. Make graphs showing weekly, hourly or monthly wages of various workers.

5. Have committees organize the promotion of plays presented.

6. Compute student's absenteeism and tardiness to show what it would cost the company if he were working. What effects would it have on fellow workers?

7. Set up a supermarket in the classroom. List persons needed to operate this business.

8. Have a panel discussion about the necessities of insurance.

9. Make a list and discuss things that maybe and may not be insured.

10. Establish a class business enterprise. Sell shares of stocks, finance the business.

11. Write to organizations and agencies for brochures or pictures that will be useful in the classroom program.

12. Have a committee to promote a business enterprise. Discuss steps, materials, time and people necessary to begin and transmit information about the project.

PERSONAL SERVICE

1. Develop a bulleting board with pictures or puppets of people who sell services such as the beauty operator, delivery boy or barber.

2. In theater, changes in physical appearances are sometimes necessary for the portrayal of a character. List occupations involved in supplying materials and equipment to aid in these changes.

3. Visit a veterinary clinic, "animal salon" or animal school. Discuss talents and skills necessary for the workers in these establishments.

4. Make a collection of pictures to show occupations which help with grooming. Discuss talents and skills necessary for the workers in these establishments.

5. Have children bring or create articles of clothing which workers wear to indicate their occupation.

6. Have a display of hats that indicate particular occupations. Students can dramatize, through role play or dances, movements of the occupations.

7. Have a hobby show. Discuss possible occupations connected with each hobby.

8. Make a list of tasks that could be performed to show others that you care. Select one to perform.

9. Make a chart for a given day telling all the necessary activities, goods and services the children use, perform or have performed for them. Make a second chart that includes unnecessary but desirable goods, activities or services during a given day.

PERSONAL SERVICE

10. List ways of caring for pets. Discuss likeness and differences.

11. Conduct personal appearance and personality class.

12. Beauty operators and barbers specialize in different phases of work. After a visit to the beauty or barber shop, have students illustrate through art or drama, the various phases observed.

13. List ways the duties of waiters and waitresses vary according to their place of employment. (drive-in restaurant, coffee shop, cuisine restaurant)

14. List ways the duties and types of cooks vary according to their place of employment. (short-order, steak houses, specialty restaurants)

15. Investigate the occupations involved in operating a restaurant.

16. Invite male and female fashion models. Have children model clothing which may represent various occupations or special activities.

PUBLIC SERVICE

1. Elect class officers. Committees can assume responsibilities and report their progress.

2. Organize service oriented clubs. (Example: Big Brothers)

3. Take a field trip to the Security Police Office. A follow-up lesson may be to have the Security Police come to the classroom to talk about purposes for finger-printing. Then, finger print each child.

4. Start a banking system in the classroom. Children may use play or real money. (Some schools provide banking programs for children.)

5. Classify items or services which may be purchased by cash, credit or lay-away.

6. Discuss situations when credit buying may be detrimental

7. Investigate the various savings plans. (banking, savings & loan, insurance)

8. Simulate a court session.

9. Visit an orphanage. Plan a fun day or party with the children in the institution. (Preparation for visit is important. Discuss why children are there, how others can help and how these institutionalized children can help themselves.)

10. Simulate mock emergency situations and have children role play to show what they might do.

11. Illustrate or have the children find pictures of how different cultures meet the needs of food, clothing, shelter and safety. Oral presentation with graphics using an over-head projector can be made.

PUBLIC SERVICE

12. Take a tour of the school encouraging informal talks with the non-teaching staff. Include a question and answer time.

13. Investigate types of legal assistance in the community.

14. In a court name the occupations involved in a trial.

15. Discuss the necessity of a jury in some trials.

16. Interview an attorney or a judge.

17. Investigate jury selection. Have a person who has served on a jury visit to talk about his duties as a juror.

18. Investigate the court reporters' job.

19. Interview a librarian, counselor, nurse and other school personnel. Make a pictorial, oral or written report. (murals, tape interviews, newspaper articles)

20. Research and discuss achievements of minority members in sports, entertainment, medicine, inventions, fashion, education and business.

21. After a fire drill, discuss positive behaviors observed.

22. Show through dramatic experiences the need to observe and enforce rules or laws.

23. Show through a sequential pictorial chart how the police or fire departments have become modernized in their modes of transportation and execution of their occupations.

TRANSPORTATION

1. Visit a nearby driving school to learn why we have driving instructors.

2. If near a space research center or a plant where spaceships are being manufactured, have one of the personnel talk to the children.

3. Glasser Circle: "Pretend that you have just received two round-trip tickets to _____ with all expenses paid. Choose someone in the circle you would take with you. Why was this person selected?"

4. Trace the process and movement of the gasoline sold at the local gas station. Show occupations involved.

5. Have students collect and mount pictures showing workers who need to use maps in their work. (taxi driver, tour guides, truck drivers)

6. Show ways foods are transported. Classify perishables, canned goods and other foods which require special handling in transporting.

7. Use a toy boat and balloon to demonstrate jet power. Have children experiment by attaching the balloon to different sections of the boat and allowing the air to expel from the balloon.

8. Have a demonstration rocket launch. Have students direct the the countdown, lift-off, and recovery of the rocket. Discuss things that were observed during the demonstration.

9. Use the basic data from the launches to construct graphs which illustrate altitude reached, reliability of ignition and other data.

10. Start a model rocket club. Have pupils design rockets and launch system.

11. Have students show various modes of travel between New York and Hawaii or other points designated.

12. Show how the study of marine life has affected the design of ships.

AGRI-BUSINESS AND NATURAL RESOURCES

1. Show occupations involved in the production of crops, animal and fish, and horticultural products. List why these occupations are important. How are these occupations interdependent?

2. Take a field trip to a livestock auction ring.

3. Trace the processes involved in the creation of a piece of jewelry. Show on a world map where some of the raw materials were obtained.

4. Show how natural resources are used to produce electricity.

5. Discuss why there must be cooperation between suppliers and retailers (such as flower growers and the florist) and other suppliers and retailers.

6. Visit a sawmill operation. Investigate the uses of sawdust, pulpwood, and timber.

7. Collect from a sawmill, various cuts from trees. Through a study of the age rings, condition of bark, kinds of seeds, write an imaginary story of the life of a tree.

8. Take the class to a rice farm or paddy to see the stages of growth and to a rice mill to see the processing of rice for marketing.

9. Show ways to conserve the helpful plant life in a community.

10. Visit a tree surgeon. Find out his responsibilities. How does he help in a community?

COMMUNICATIONS AND MEDIA

1. Make a list or illustrate occupations involved in radio and television.

2. Show or illustrate ways the satellites have helped communications.

3. Trace the occupations involved in delivering a message from Washington, D. C. to your location if there were no telephones, telegraph or other wireless means of communications for one day in a given period.

4. View two television news reports and make comparisons of the facial expressions and gestures of the reporters or of the people in the film clips.

5. Make greeting cards for the school helper at appropriate times.

6. Invite a woman engineer, lawyer or doctor to the class to speak on any obstacles she faced in entering her profession.

7. Have a bulletin board display of signs and symbols which communicate a message.

8. Discuss ways information is communicated. Some messages are better transmitted through media. Some messages may be transmitted without special tools or other media. (Body language)

9. Play "Who am I?" concerning publishing vocations. Example: I like to draw. I draw pictures to go with stories. My pictures are put in books. Who am I? (illustrator)

10. Use a people pyramid to illustrate the various levels, processes and related vocations involved in the ultimate publication of a book.

11. Dramatize bi-lingual occupations such as linguists, interpreters, guides, stewards and stewardesses or host nation teachers.

12. Have students record information on occupations and class activities on audio tape.

13. Conduct class panel discussions,debates, forums about different occupations by a "Meet the Press" type program.

14. Have a representative from the class visit a worker and make a list of observations: environment, other workers he saw, physical atmosphere, work done, types of clothing (uniform), safety precautions.

COMMUNICATIONS AND MEDIA

15. Role play employer-employee using positive and negative attitudes about employees jobs.

16. Role play right and wrong ways to ask for a job.

17. Make tape recordings of simulated telephone conversations for replay and discuss positive and negative aspects of the conversations.

18. Have the class read biographies and report their findings to the class.

19. Make a book of famous people and their contributions.

20. Have a research project on famous people and list other occupations they have had besides that which brought them fame.

21. Have children trace a telephone call, telegram or letter from the starting point to its destination. List persons involved in transmitting the message.

22. Compile pictures and newspaper clippings of people who receive rewards and honors. Discuss what they did to recive these.

23. Role play a situation where your wish comes true. Tell all the ways it might have happened.

24. Look in the "Help Wanted" section of a newspaper. Find a job that sounds interesting. Find out what skills are needed.

25. Students may interview and report on sports writers, coaches, referees or physical education instructors.

26. Have class produce a closed-circuit television show in which students build stage sets, operate equipment, research, write, direct and act out the plot.

CONSTRUCTION

1. The class may build a city and a farm. They may use such simple materials as empty milk cartons, covered with construction paper, drawing the details with crayon.

2. Let the children design a model work force. First, discuss people's needs and wants. Then, ask each child to select a useful activity which he might perform: build houses, grow plants, run the hospital.

3. Have an architect show the students topographic or relief maps and pictures of the buildings designed for a specific terrain.

4. Make scale models of children's homes or the school. Have children plan the model building they would like to construct with consideration for family size, mode of living, location, materials required etc. (Use symbols on plan to show direction: North, West, East, South)

5. Practice using tools properly. Stress safety.

6. Build model rockets in the classroom and test them. Display various models and compare size, weight and drag.

7. Use sugar cubes to construct buildings. If this project fails due to climatic or other conditions, discuss why this happened.

8. Build and hook up a simple electrical circuit in the classroom.

9. Make a simple electric buzzer to go in a store (the buzzer rings when people enter or leave stores) or when the doorbell is pushed.

10. Visit a glass factory and watch a demonstration in glass blowing.

11. Have children shape clay or pour slip into molds then glaze and fire it.

12. Have students wire a battery-powered light to learn about electricity.

13. Construct a voting booth to use in the study of the electoral process.

CONSUMER AND HOMEMAKING OCCUPATIONS

1. Have the children make butter, cheese or bread.

2. Make cookies in the classroom that do not need baking. Recipes for non-baked cookies may be brought from home.

3. Discuss work of the Food and Drug Administration.

4. Discuss the necessity of international, federal state and local food laws.

5. Discuss ways children may help in the care of infants at home. (babysitting)

6. Show materials, equipment or supplies needed for care of clothing. Visit a laundry and dry cleaning plant.

7. Investigate how cleaning supplies and equipment are tested for marketing.

8. Discuss how household maintenance and institutional maintenance are similar and different.

9. Have the class log individual charts of food eaten for one week on a nutritional chart.

10. Visit a local cuisine restaurant. Have the chef talk about the training needed for his occupation. Establish a class restaurant.

11. List the types of furnishings and materials which would be most suitable for a family with six children, two children, or all adults.

12. Plan a class "dinner" party menu. Have each committee plan a course. (Example: Asian tasting party, gourmet club)

ENVIRONMENT

1. Investigate the work of the ecologist and the training necessary for this work.

2. Investigate the effects of pollution on marine life.

3. Discuss reasons for beautifying neighborhoods. Display pictures of before and after scenes and discuss effects upon the people of the neighborhood.

4. Have a "New Inventions" display. The inventions may be realistic or imaginary.

5. Organize "Environmental Control Crews" in school to help maintain school grounds.

6. After investigation of present recycling methods, have children design and create their own models or illustrations.

7. Construct a chart showing the various types of work on a military installation. Indicate occupations which employ either male or female.

8. Show ways to conserve soil, minerals, plant and animal life and water.

9. Study ways to control pollution. Write letters for information to local, national, and international agencies.

10. Give each child a picture which includes buildings, waterways, mountains and other topographical features. Have children complete the picture to make a map by drawing paths and indicating necessary constructions to reach their destination.

11. Study about storms prevalent in a particular locale. Show ways people prepare for these storms.

12. Have a pictorial display of storm aftermath. Discuss ways to prevent injuries and damages to property.

FINE ARTS AND HUMANITIES

1. Make booklets or dictionaries of job-cluster vocabularies.

2. In presenting plays, have students compose musical accompaniment to fit the mood of the act.

3. Illustrate the life style of people living in the arctic regions and tropical regions. Discuss likenesses and differences.

4. Write a statement or a paragraph related to an occupation and have the children complete the story.

5. Compile a list of people who have made important contributions in the field of science. Show films of some of the famous people, discuss the film and invite a worker to speak to the class about the area being studied.

6. Take the class on field trips to museums, art schools, art exhibits and hobby shops.

7. Have local craftsmen visit the classroom to demonstrate their particular skills if their studios or factories cannot accommodate large groups. The host nation teacher may be the interpreter for this visit.

8. Develop a cartoon series illustrating "Importance of Personal Grooming." Transparencies may be created by students for use on an over-head projector.

9. Have pupils dramatize some of the problems that would be faced by the members of a farm family that had just moved to the city: looking for a job, looking for a place to live, finding their way around the community.

10. Take the class to the base movie theater for special film showings for entertainment.

11. Fill in crossword puzzle using songs which contain a job name or compose a song containing a job name.

12. Have students list jobs that involve music: arranger, dance band, director, librarian, piano tuner.

FINE ARTS AND HUMANITIES

13. Make filmstrips of occupations. Use a 35 mm camera. A negative of the script and pictures are developed first, a positive for projection is made from the negative by processing it through a filmstrip printer in a photo lab. Leave film uncut.

14. Have the children bring sturdy boxes and scrap materials from home to design and decorate a room. Visit a local interior decorator's showroom.

15. Model or make objects out of clay, papier-mache and other materials to reinforce class field trips to the folk-craft areas.

16. Engage in industrial and fine arts experiences by processing raw materials, bookmaking, weaving, stenciling, sketching, illustrating, lettering or labeling.

17. Have children compose songs--music and words--concerning occupations, Use simple musical instruments in the classroom.

18. Play rhythmical games by having children guess an occupational activity with use of rhythm instruments.

19. Compare and construct various types of maps.

20. Develop appropriate cultural activities of minority groups and their contributions to our society.

21. Display pictures or posters of black heroes, both past and present. List some of their contributions to society.

22. Following a unit on music including "soul" or "origin of spirituals," have pupils demonstrate African music and dances and discuss their effect on music in America

23. Discuss Human Relations Day and Negro History Week. Have students present activities in observance of these special days.

24. Assign reports on pioneers in rocketry such as Tsiolkovsky, Goddard and Oberth.

HEALTH OCCUPATIONS

1. Male and female nurses can visit the school to explain their jobs and demonstrate equipment.
2. Simulate a visit to the hospital.
3. Display simple medical instruments. (These can be ordered through a Sears catalogue)
4. Invite a lab technician to visit and to type the blood of volunteer students.
5. Contact your Red Cross office to request a volunteer to teach a first aid course.
6. Physical or occupational therapists could explain and demonstrate their work.
7. A dietician can speak to students about nutrition and the importance of good eating habits.
8. An X-ray technician could explain how X-rays are made and interpreted.
9. Students may dramatize an automobile accident and discuss jobs of the people involved in caring for the injured.
10. Discuss reasons for innoculations and vaccinations.
11. Involve children in health programs with visits by dentists, doctors or other health personnel.
12. Make displays of parasites which are prevalent in your locale and discuss preventative measures to eliminate them.
13. Discuss need for cleanliness--self, home, school, spacecraft, hospitals or other areas of interest to the children.

HOSPITALITY AND RECREATION

1. Visit recreational areas on the base. Discuss importance of people working there.

2. Have the class organize and entertain parents at a tea.

3. Organize in your classroom a protocol committee or hospitality committee to help new students or visitors become acquainted with the class or school.

4. Have the children name workers who help us enjoy our free time. Suggest to them that it might be interesting to find out what workers are responsible for their recreation.

5. List the occupations necessary to operate health recreational programs.

6. Make a list of occupations that give others pleasure. Discuss ways these occupations make our lives more pleasurable.

7. Plan a visit to related employment areas such as health and physical education. Example: Hospitals or clinics to observe a physical therapist or occupational therapist

GENERAL ACTIVITIES

1. Labor Day: List occupations children name and classify them according to job clusters.

2. Have students make a booklet about a family member's occupation. It could include snapshots, drawings, interviews, logs and glossary of appropriate terms.

3. Have a World of Work Fair. Children can write to people in many occupations for information asking why people choose jobs, why they enjoy them, and that what satisfaction they gain from them. Children can illustrate, dramatize or report on replies. Invite other classes to the fair.

4. Make a large occupational collage or mural for the classroom.

5. Write employment ads for a class, team or school paper.

6. Occupational Alphabet Game: Children take turns naming occupations in alphabetical order.

7. Have children imagine what life would be like without the services of a particular worker. Children may express their ideas orally or in a written essay on "What Life Might Be Like Without the _____" Example: truck driver, pharmacist, school custodian, carpenter or beautician.

8. Have students organize a hobby club and have hobby show. Students may talk to the class about hobbies and how these hobbies may lead to any occupation.

9. Play "What's My Line" using a familiar occupation. One child will write down or tell the teacher his pretended occupation. The rest of the group or a panel of classmates will ask questions to find out what his work is.

10. Make a bulletin board display and entitle it "Who Am I?" in designing your display, select an occupation that requires various levels of training.

11. List the occupations which may have been involved in a student's preparation for school from the time he awakened until he arrived at school.

IMPLEMENTATION OF SELECTED ACTIVITIES

LANGUAGE ARTS

1. Explore the communication media for vocational offerings.

   One of the best things we can do for the student is to make him aware of his own environment. Mass communication media are already exposing us to all kinds of vocational stimuli, but not all are tuned into it.

   Television presents many worker role models in their regular programs. It is not unusual to find policemen, doctors, nurses, magazine editors, secretaries, lawyers, aerospace workers, maids, butlers, forensic chemists, farmers, storekeepers, etc. all featured or starring in television. The accuracy of the roles presented can be an interesting area for discussion. A fun opening to such an educational venture would be for the teacher to give the class the TV character's name and have the class guess the occupation.

   Another slant on the television media is to note the credits at the end of the show to see how many workers are involved in a TV production. Students would likely be more than happy to compile such a list for you from their own normal TV viewing. This could be coupled with a visit to a TV station if possible.

   Magazines provide many pictures of men and women at work. A cut out campaign could provide many interesting occupations and serve as a starting point for some investigation into the nature of several jobs.

   Newspapers could be approached through the regular news articles or through the vast want ads section. An attractive and eye-catching bulletin board can be made by superimposing silhouettes of workers over cut out sections of the want ads.

2. Utilize fictional stories to humanize workers.

Each child may select a book which has a fictional story with the plot centering around a worker. Note the materials listed in this guide for some topics and ideas. After giving a written or oral report on this story, the students may be asked to write their own short story. These stories would not be necessarily centered on the same worker that they read about.

This activity would necessitate the student doing some investigation of the worker they are focusing on. This may be through books, magazines, films, real life contacts, or whatever. Through listening to the other students, they should also increase the scope of their vocational awareness.

3. Students could write simple self-analysis papers.

Students in this age group, with help, can make elementary comparisons related to who they are and what they would like to be. Questions such as the following can bring about better insight!

What sort of person am I?
Am I just the way I think I could be?
Is there someone I wish I were like?
What is the first thing I should change about me?
Why should I be in school?
Do other people think I should change?
What do I want to be as an adult?
Am I important?
Am I successful?

Among other things, teachers can get insights which will be very valuable in dealing with the children in a more individualized manner.

4. Occupational Riddles

What worker always walks behind a star? (policeman)

What is the President's second occupation? (cabinetmaker)

Who may marry many women yet stay single all his life? (clergyman)

What is always in front of you, yet can never be seen? (your future)

What worker earns a living but never does a day's work? (night watchman)

5. Dramatize the relatedness of occupations in acquiring an item.

Example: Purchasing a jump rope.

Little girl:	Storekeeper, I have $1.00 to buy a jump rope.
Storekeeper:	I will tell my secretary to order one for you.
Secretary:	I will order one from the salesman.
Salesman :	I will tell the people at our factory to make one and sent it on our delivery truck.
Factory man:	To make one for you, I will have to get wood from the lumberman for the handle and cotton from the mill man for the rope.
Lumberman:	I will send a lumberjack to chop down a tree and bring us the wood.
Mill man:	I will have the farmer pick some cotton and we will make the rope.

6. Utilize the DUSO Kit. (Developing An Understanding in Self and Others)

The DUSO kit has materials for a variety of activities, including: role playing, puppet play, short stories for discussion, reading suggestions, music, and art. A teacher's guide outlines and explains the program. The eight major themes of the kit are:

1. Understanding and accepting self
2. Understanding feelings
3. Understanding others
4. Understanding independence
5. Understanding goals and purposeful behavior
6. Understanding mastery, competence, and resourcefulness
7. Understanding emotional maturity
8. Understanding choices and consequences

The kit is designed for the primary grades.

7. Ideas for your consideration can be found in the Peabody Language Development Kit, Level 2.

Some sample activities you might try to include:

Lesson #37 - Riddles on occupations (Guessing time)
Lesson #48 - Who Am I? (Information time)
Lesson #51 - Why Do People Work? (Brainstorming)
Lesson #64 - Role playing social exchanges (Dramatization)
Lesson #68 - What Do You Want To Be When You Grow Up? (Info)
Lesson #83 - Talking about occupations (Describing time)
Lesson #84 - Dramatize airline communications (Teletalker)
Lesson #88 - Identify and describe tools (Information time)
Lesson #91 - Singing game with occupations and tools (Activity)
Lesson #95 - Information you can get from different people - (Information)
Lesson #98 - Where Can You Go For Different Information? - (Information)
Lesson #102- Naming tools and their uses (Vocabulary and reasoning)
Lesson #110- Team games with tools and occupations -(Speed up)
Lesson #112- Play concentration with "O" and "T" cards - (Vocabulary)
Lesson #117- Make a riddle about various tools-(Guessing time)

Lesson #120 - Team games using occupations and tools - (Sentence building)
Lesson #122 - Identifying various tools (Vocabulary building time).
Lesson #123 - Same as Simon Says - (Following directions)
Lesson #133 - Role playing - (Describing time)
Lesson #139 - How Are Occupations Alike? (Relationship time)
Lesson #147 - Naming tools used but not shown - (Vocabulary time)
Lesson #151 - Where does this person work? (Classification time)
Lesson #162 - Riddle about feelings - (Vocabulary building time).
Lesson #171 - Inventing new things - (Brainstorming)

8. Study the tools and equipment of work.

Pictures can be drawn or cut out of magazines which show a wide variety of fascinating items from the work environment. The children can be asked to identify the worker to match the tool or piece of equipment. Examples of pictures: pencils, hammers, cranes, pliers, telephones, sextants, order pads, and a drill press. Some real items could be brought to class for the children to view and examine. It would be an added benefit and stimulating to have some worker, possibly one of the parents, come into the class and demonstrate some tool or equipment.

If the Peabody Language Development Kit - Level 2 is available, it can be used very beneficially. This kit is listed in the teachers reference materials in the back of this guide.

9. Study the successful people you know.

This should begin with a discussion and initial comprehension of what kinds of success there really are. It is misleading to think only in terms of financial success. It is potentially of great value for a dialogue to take place between goal-setting youngsters and people who have achieved or are achieving a variety of worthwhile goals. Having one or two children visit such a person or have such people come into your classroom offers great possibilities. Questions could cover such items as:

Why did you choose your field of work?
What did you want to be when you were of elementary age?
How does one achieve what you did or get a job like yours?
What are the interesting things about your work?
What is the future of your work?

Write to International Tape Exchange to secure tapes on different cultures. (Ruth Y. Terry, Director and Publisher, International Tape Exchange, 834 Ruddiman Avenue, North Muskegon, Michigan 49445 U. S. A.)

Write for Model Rocket Kits Catalog #721 and Educator's Guide Catalog #711-Bk-18 (Estes Industries, Box 227, Penrose, Colorado 81240).

The following section contains a suggested outline for research on occupations and several worksheets for students.

NOTES

SUGGESTED GUIDELINES FOR RESEARCH

1. History of the occupations.

2. Importance of the occupation and its relation to society.

3. Duties
   a. Definition of occupation
   b. Nature of the work

4. Number of workers engages in occupations (give source, date, and area covered by figures used.)

5. Qualifications
   a. Age
   b. Sex
   c. Special physical, mental, social and personal qualifications including those obviously necessary for services in all types of work.
   d. Special skills essential for performance of the job.
   e. Special tools or equipment essential for the performance.
   f. Scores on test for employment or selection.
   g. Legislation affecting occupation.

6. Preparation
   a. General education
   b. Special training, including probable cost of training.
   c. Experience.

7. Methods of entering.
   a. Public employment service
   b. Special employment agencies
   c. Civil Service Examinations
   d. Apprenticeship
   e. License, certificate, etc.
   f. Other methods and channels.

8. Advancement
   a. Lines of promotion: jobs from which and to which workers may be promoted.
   b. Opportunity for advancement.

9. Time required to attain skill.
    a. Special apprenticeship or union regulations.
    b. Length of period of instruction on the job.
    c. Length of time before median and maximum rates of pay are reached.

10. Related occupations.
    a. Occupations to which job may lead.
    b. Occupation from which one may transfer.

11. Earnings.
    a. Beginning wage range.
    b. Wage range in which largest number of workers is found.
    c. Maximum wage received by most highly skilled.
    d. Median and average salary, if available, and difference for sex and age groups.
    e. Annual versus life earnings.
    f. Regulations
    g. Benefits
    h. Rewards and satisfactions other than monetary.

12. Conditions of work.
    a. Regularity of employment.
    b. Hours
    c. Health and accident hazards.

13. Organization
    a. Employers
    b. Employees

14. Typical places of employment.

15. Advantages and disadvantages not otherwise enumerated.

16. Supplementary information.
    a. Suggested readings: books, pamphlets.
    b. Trade and professional journals.
    c. Other sources of information.
    d. Lists of associations, firms or individuals who may provide further information.

VOCATIONAL JUMBLES

Unjumble the letters to spell the name of the worker. The letters which are in the squares will spell the word which is missing in the sentence.

1. NAMSTOP ☐ _ _ _ _ ☐ _

   ROTCOD ☐ _ _ _ _ _

   TOJIRAN _ _ _ ☐ _ _ _ (school worker)

   MOST WORKERS ARE EAGER TO GET _ _ _ _ .

2. WLONC / ☐ ☐ ☐ _ _ (entertained)

   LISTFOR _ _ ☐ _ _ ☐ _ (likes greenhouses_)

   REECHAT _ _ _ _ ☐ _ _

   TO GET A GOOD JOB, SOME PEOPLE GO TO _ _ _ _ _ _.

3. IMAD _ ☐ _ _

   KABER _ _ _ ☐ _

   MARFER ☐ _ _ _ _ ☐

   A LAZY WORKER HAS MUCH TO _ _ _ _.

4. CREAPHER ☐ _ _ _ _ ☐ _ _ (works on Sunday too)

   PITSTY _ ☐ ☐ _ _ _ (copies a letter very fast)

   CHEMCAIN _ _ _ _ ☐ _ _ _ (grease monkey)

   THE BEST JOB FOR YOU IS ONE WHICH WILL MAKE YOU _ _ _ _ _.

TOPICS FOR CREATIVE WRITING

1. What I Want To Be When I Grow Up
2. My First Day At Work
3. A Day On The Job
4. Helping Others Makes My Work Worthwhile
5. My Mother (or Father) Works As A _____
6. My Big Brother (or Sister) Works As A _____
7. My Three Wishes
8. What I Do Best
9. My Strengths and My Weaknesses
10. Why We Should Work Together
11. Why I Want To Work
12. Why Some Workers Lose Their Jobs

Children's Writings

HOW CAN I USE THE SUBJECTS I LEARN IN SCHOOL?

How much schooling do you think you want to have? Where can you use the subjects you are learning in your classes? See how many jobs you can fine which use the skills you are learning in school.

Jobs needing reading skills _____

_____

Jobs needing writing skills _____

_____

Jobs needing speaking skills _____

_____

Jobs needing arithmetic skills _____

_____

Jobs needing "good citzenship" skills _____

_____

Jobs needing other school skills _____

_____

Now write a paragraph explaining why school is truly important to you.

JOB TREE

1. My Family Job Tree - (Individual)

   Distribute a copy of this paper to students. The students should take these sheets home for parents' help. Use with caution.

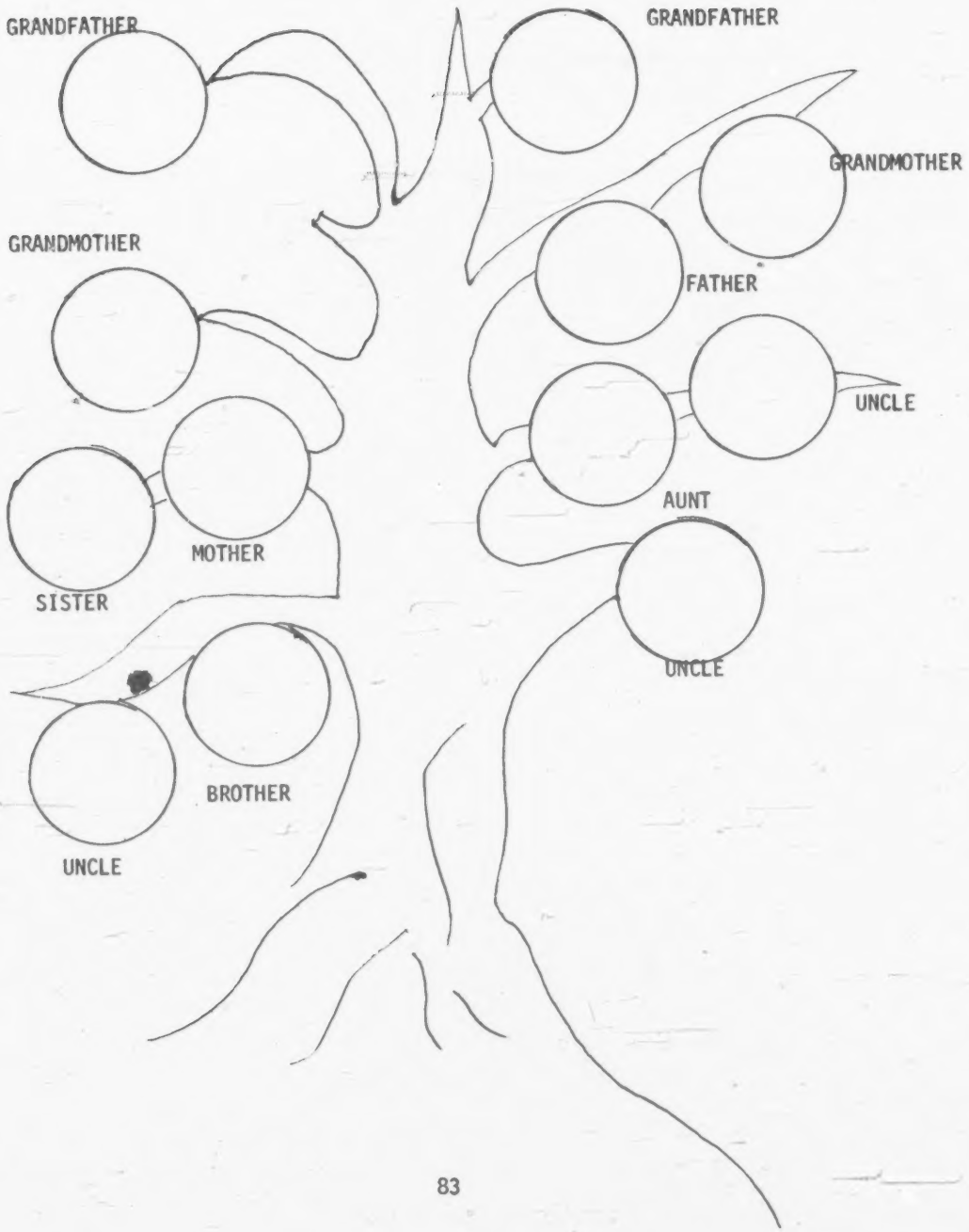
2. Class Job Tree - (Bulletin Board)

   From the individual family job trees, display as many different occupations as you can. The trees should be modified for your particular group.

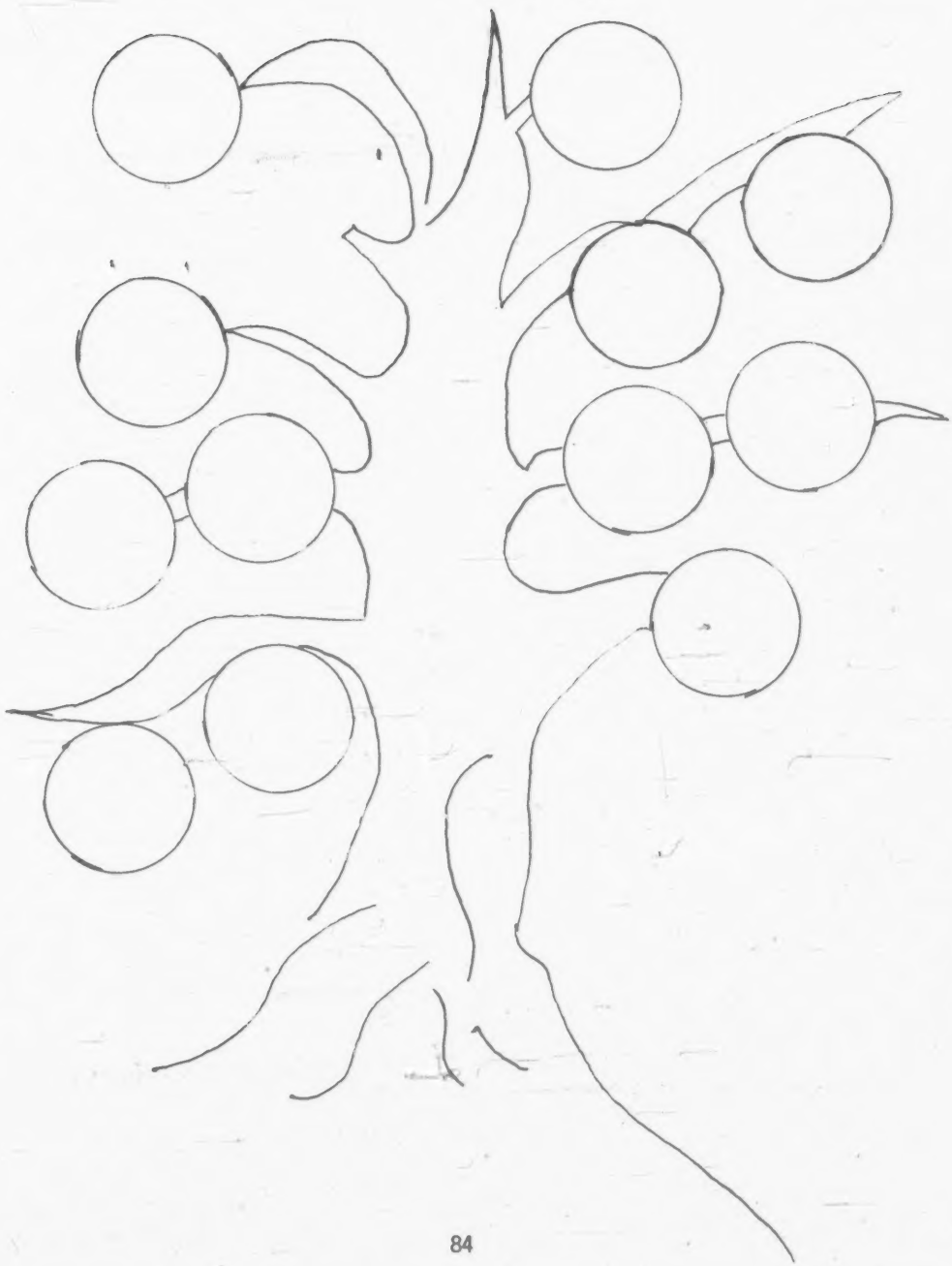
3. Job Cluster Tree - (Booklet or Bulletin Board)

   This job cluster tree may be used individually or for a bulletin board display. Each sheet would be entitled by Job Clusters. In compiling a booklet, the children would have 15 job clusters. In addition to the job cluster sheet the students may include writings of occupations interesting them most.

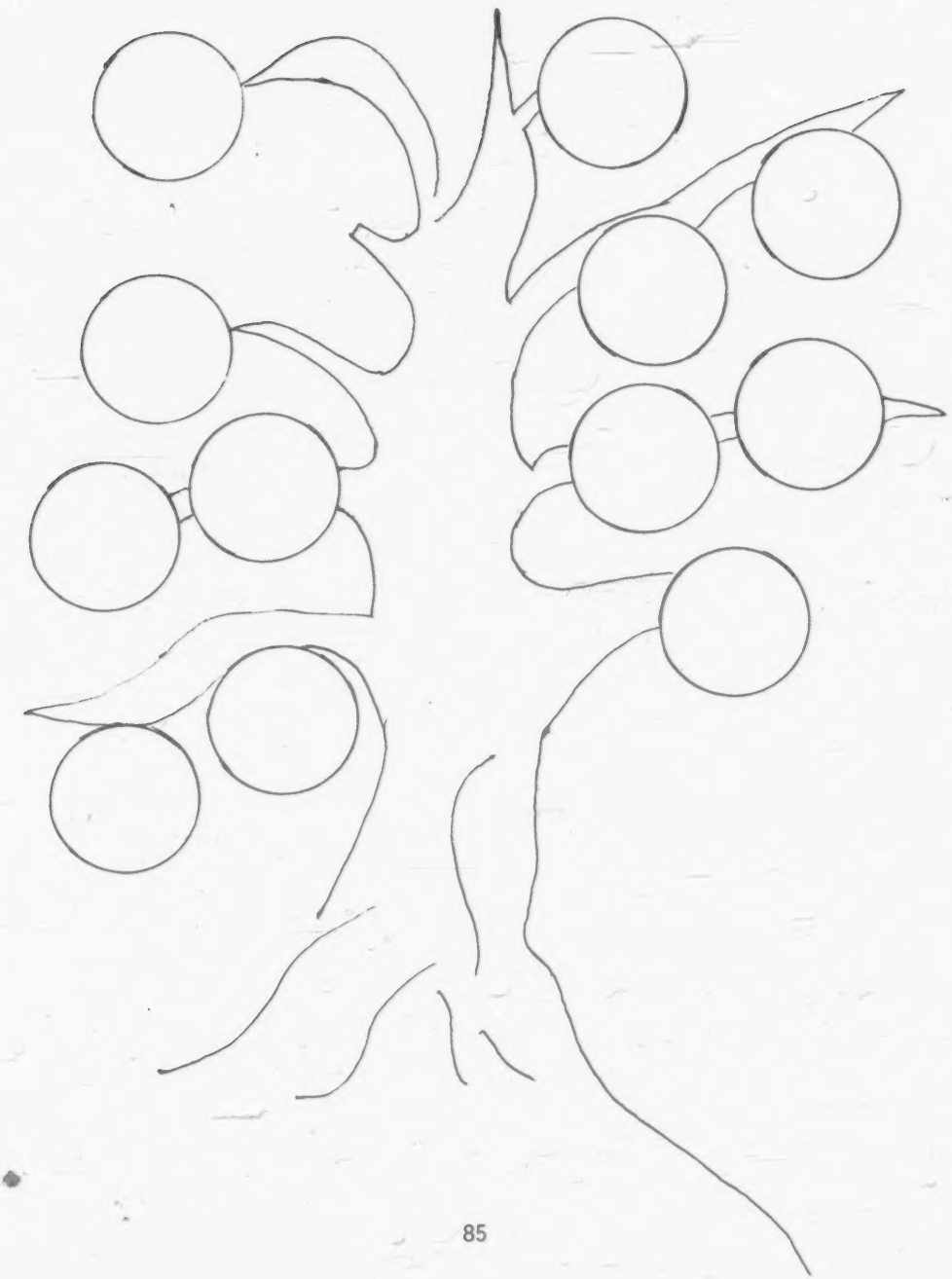
MY FAMILY JOB TREE



CLASS JOB TREE



TRANSPORTATION



SOCIAL STUDIES

SUGGESTIONS FOR TEACHERS

FOR THE TEACHER

1. Children can gain insight into the geographic variance of occupations by comparing the industrial patterns in different areas of the state or in different states. Consideration can be given to many categories including

Government agencies	Agriculture
Transportation	Lumbering
Manufacturing	Tourism
Professions	Mining
Technical trades	Construction

2. OCCUPATIONAL GUESSING GAME - "WHAT'S MY LINE?"

(Two examples)

I use a closed white truck in my work.
I visit each home about twice a week.
I must be strong to do my work.
I help keep you healthy.
Who am I?

(garbage collector)

I come to your house every day except Sunday
I wear a uniform.
I sometimes bring you surprises in packages.
I carry a leather bag over my shoulder or in a motorcart.
Who am I?

(postman)

3. Check the students vocational environment awareness.

A quick way to check the students' observation and recall would be to have each student stand and name a worker in their community. This could be elaborated on to include various information about the vocations involved i.e., tell why you would or would not like to do this job, tell how we are trained for this job. The same idea could be used to discuss workers that are not found in the community.

4. Study the successful people you know.

This should begin with a discussion and initial comprehension of what kinds of success there really are. It is misleading to think only in terms of financial success. It is potentially of great value for a dialogue to take place between goal-setting youngsters and people who have achieved or are achieving a variety of worthwhile goals. Having one or two children visit such a person or have such a person come into your classroom offers great possibilities. Questions could cover such items as:

Why did you choose your field of work?
What did you want to be when you were of elementary age?
How does one achieve what you did or get a job like yours?
What are the interesting things about your work?
What is the future of your work?

5. Begin to draw relationships between how students perceive themselves (self-concept) and how they perceive their goals (including vocational).

A few basic relationships which could be explored include:

How much education do I want?- How much education does the job require?
What things do I enjoy doing? - What does this worker do that is like the things I enjoy?
What kinds of things do I do best? - What kind of skills does this worker need?

6. Accumulate a photographic gallery for workers.

   Children could be alternately assigned to go out with an inexpensive developing camera and get photos of workers around town. The shots taken "on the scene" could greatly enhance the student's awareness of the worker environment around them. This could lend itself to providing role models; increasing awareness of worker tasks, settings, etc., furnishing bulletin board materials; allowing views of workers not normally seen by the children in the courses of their lives, and many other valuable learning experiences. Parents and relatives could be the focus of other studies.

   An older brother, sister or friend who is a camera-bug would probably be more than happy to help out.

7. Display materials for students to use during free time.

   Materials could be made available or assignments could be made for the students to make a wide range of explorations into vocational and self-concept areas throughout the year. If listening viewing centers are available in the classroom, library or resource center, filmstrips, as well as books, could easily be utilized.

8. Administer interest inventory.

   There are commercial inventories available (Note: two or three different kinds are listed in this guide under consumable supplies) and it is also possible to make up simple interest surveys which can be used advantageously. While showing children the relatedness between interests and work, it is also possible to gain insights and help children to a better self-understanding.

9. Explore the communication media for vocational offerings.

One of the best things we can do for the student is to make him aware of his own environment. Mass communications media are already exposing us to all kinds of vocational stimuli, but not all are tuned in to it.

Television presents many worker role models in their regular programs. It is not unusual to find policemen, doctors, nurses, magazine editors, secretaries, lawyers, aerospace workers, maids, butlers, forensic chemists, farmers, storekeepers, etc. all featured or starring in television. The accuracy of the roles presented can be an interesting area for discussion. A fun opening to such an educational venture would be for the teacher to give the class the TV character name and have the class guess the occupation.

Another slant on the television medium is to note the credits at the end of the show to see how many workers are involved in a TV production. Students would likely be more than happy to compile such a list for you from their normal TV viewing. This could be coupled with a visit to a TV station if possible.

Magazines provide many pictures of men and women at work. A cut out campaign could provide many interesting occupations and serve as a starting point for some investigation into the nature of several jobs.

Newspapers could be approached through the regular news articles or through the vast want ads section. An attractive and eye-catching bulletin board can be made by superimposing silhouettes of workers over cut out sections of the want ads.

10. Follow-up a study of the United States with a game involving jobs which are more or less regional in scope.

The game could be competitive or simply call for spontaneous answers from whomever chooses to respond. The name of the game would be something like this -

Questioner: "I want to be a coal miner. Where could I get a job?"
Answer #1 : "Nebraska" (Unacceptable)
Answer #2 : "West Virginia" (Acceptable)

This change-of-pace game could help the students integrate their study of geographic and industrial variations as they develop this dimension to their occupational awareness.

11. Have the children study themselves as workers.

A major step toward adding meaningfulness to school could be taken by focusing on the attributes they are developing which are, in truth, worker traits. You might consider such a topic as, "Learning is my job - How am I doing?" You can encourage the students to consider worker traits they need now and as an adult. Following are some examples:

Punctuality	Cooperation
Attendance	Planning
Preparation for the job at hand	Vigor
Ability to follow directions	Responsibility
Concentration	Motivation
Persistance	Neatness

It is just as important, if not more so, to help them become aware of characteristics not frequently evaluated in school classrooms which may be assets to them. Examples of these are:

Creativity	Special talents
Manual dexterity	Independence
Personality	Emotional Stability
Leadership	Physical traits

It is important that the students have a concept of the importance and of the relationship between what they are and what they hope to be. They are not living in a vacuum. The phases of life are not mutually exclusive.

12. Explore the changing world of work.

    Activities here can be designed to look backward and forward to get the perspective of what is taking place in the vocational world.

    First the students might be asked to seek information from their parents, grandparents, or other older adults regarding jobs that they have seen become obsolete, rare, or drastically changed in the last couple of generations.

    Second, the demand jobs of today can be investigated and evaluated in terms of their prevelence a couple of generations ago. The newspaper want ads would be a good resource here.

    Third, under your direction, the students can speculate somewhat realistically on the trends for the coming generation, i.e., sociology and population control, aerospace meteorological forecasts and controls, ecology, transportation, food production and processing, waste disposal, and many others.

    A very interesting chart could be made which graphically illustrates the changing world of work.

13. Focus on a career cluster a month (or some other interval).

    This would have the advantage of exposing the class to a large number of workers, reinforcing the cluster concept, and allow for individual differences among the students.

    You would select an industry and, with the students, compile a list of jobs available in that industry. The students would then prepare a written or oral report on "If I Were In The _____ Industry, I Would Want To Be A _____." The students would be comparing the nature of the job to their concept of themselves as workers.

Examples:

Radio TV Industry	Health Industry
Programming	Orderly
Sales	Anesthetist
Weather Announcer	Receptionist
Newscaster	Medical Librarian
Sports Reporter	X-Ray Technician
Disc Jockey	Therapist
Editing	Pharmacist
Photography	Laboratory Technician
Director	Dietician
Technician	Doctor
Make-up	Practical Nurse
Scene Designer	Hospital Cook
Producer	Hospital Business Manager

14. Encourage studying jobs in clusters

With thousands of different jobs existing in the United States, it becomes advisable to use some system of grouping to study them.

After discussing different ways to group jobs, a simple and interesting activity could be to have a student stand up and name a job followed by others who would have to name other jobs related to the first. The following example may illustrate:

First student : A Carpenter
Second student: Electrician (Both needed to build a house).
Third student : Each student would be required to add a worker from the building trades.

Many interesting clusters could be examined using this approach.

15. Check the vocational environment awareness.

This could be a good opening exercise for a more intensive look at occupations. It would give everyone a chance to get involved in a vocational discussion and get them thinking together.

This could also be used as a change of pace activity sometime and adapted to any subject matter area, i.e., name a worker and tell why math is important to him/her (English, Science, etc.)

16. Have each child develop a time-line.

A very promising activity, although it may require considerable preparation by the teacher, would be to help children locate themselves and their activities in time. This could graphically include:

What have I done with my life up to now?

What does the future look like from here?
(This could show possible termination points for training, i.e., the legal age to discontinue public school, termination with a high school diploma, armed service training, specalty training schools, junior colleges and universities. Each point could be examined in terms of the alternatives that would be available at that point. It would be advisable to be realistic and not make college training appear to be the best, the highest, or the only alternative for a successful vocational life).

This activity, properly done, could add relevance to the students' current activities and illustrate the existence of real alternatives they will face some day.

SOCIAL STUDIES

EXPANDED ACTIVITIES

WORKSHEETS FOR STUDENTS

IF THIS WERE YOU

1. What kind of worker should he be? Should he wear a policeman's cap, a postman's cap, a pilot's cap, a carpenter's cap, a farmer's hat, or no hat at all? Would he wear overalls, a business suit, a uniform, or an apron. Avoid stereotype descriptions.

   Finish the picture as you think he should be done. If he needs any special tools, you can draw them around him.

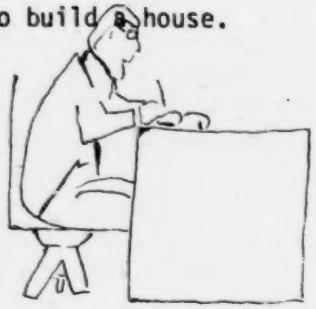
IF THIS WERE YOU

2. What kind of worker should she be? Should she wear a stewardess' cap, a nurse's cap, a waitress' cap, or no cap at all? Would she wear a uniform, a house dress, a business dress, or an apron? Avoid stereotype description.

   Finish the picture as you think she should be. If she needs any special tools or equipment, you can draw them around her.

BUILDING A HOUSE

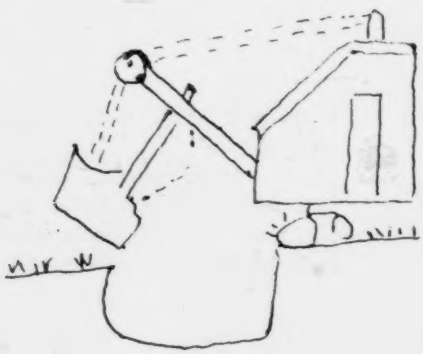
3. There are many different workers needed to build a house.



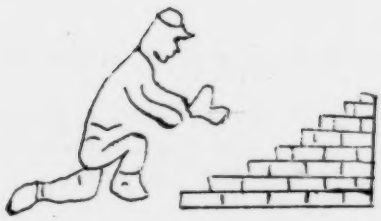
Each worker does a special kind of work, but they must all work together to get the job done.

There is the _____ who listens to what the people want and then makes all the plans. This worker does not just draw a picture of a house. He must know just what kind of material is best, how much material to use, and how much it will cost.

Another worker is the _____ who takes the plans and makes many very detailed drawings to show other workers exactly where to put everything. These plans are called the "blueprint". If the house is to have a basement, the _____ will use his big machine to dig the hole. He can do the job much quicker than even ten men could using shovels.



Sometimes, houses are made out of bricks. Even houses which are not made out of bricks may have cement blocks in the basement of a brick or stone fireplace. The worker who does this job is called a _____.



Does your house have a faucet outside so you can water the lawn? Do you have a bathtub and a washing machine and a kitchen sink? All of these things need pipes to bring the water to the house and to take used water away. The worker who put in all these pipes is the _____.

I cannot imagine a house being built without a _____.
This worker saws the wood and hammers the nails which make our floors, walls, and ceilings. They also make windows, and doors and sometimes, cupboards.

But our houses have lights and TV sets and electric toasters and radios.

Who fixes our houses so we can have all these things?
This worker is the _____.

Find a picture in a magazine which shows this worker or some of the things we have because he does his job well. Tape the picture to this page.

Other workers who build things are listed below. What kinds of things do they build?

An Engineer

A Steel Worker

A Sheetmetal Worker

A Surveyor

Pick a worker whose job is to build things and write about all the things he does. Invite a worker who builds things to come and talk to your class.

COMMUNICATING A THOUGHT

4. How many ways have you used to communicate?

_____ Talking	_____ Writing a letter
_____ Telephone	_____ Telegram
_____ Leaving a note	_____ Signaling with your hands

Some people want to communicate to thousands or millions of people at one time. What can they used to communicate their thoughts? A magazine is one way. _____ _____ _____

Have you ever visited a post office? Name two workers who help us send a letter. _____ _____ _____

Have you ever visited a telephone company? Name two workers we need if we are to be able to call anyone we want.

_____ _____ _____

Find out what these communications workers do.

TV Announcer	Repairmen	Proofreaders
Type Setters	Linemen	Radio Broadcasters
Telephone Operators	Main Sorter	Broadcast Technician
Advertising Man	News Reporter	Telegrapher

What kind of communications worker would you rather be? Find a picture or draw a picture of this worker or of something about this work. Tape it on the next page and write about the kinds of things this worker would do on the job.

If I were a communications worker, I would want to be a _____

_____.

THEY WORK TO SERVE YOU

5. Some people work to make things. The carpenter makes houses. The farmer grows corn. Some people make toys. Other people make tools; but some people work to serve you.

The _____ The _____ The _____

Can you tell which of the following workers produce a service.

Cross out the ones which do not belong here.

Policeman	Cab Driver	Baker
Airline Hostess	Car Maker	Newspaper boy
Book publisher	Plumber	Doctor

Find out what the parents of your classmates do. Write their jobs in the proper place below.

Produce a Service	Produce a Product
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TRANSPORTING PEOPLE AND THINGS

6. Getting people and products from one place to another provides jobs for many people. Look at all the ways of going which are listed here.

Underline the ones you have been on.

Family car	School bus	Freight train	Subway
Helicopter	Taxi cab	Moving van	Ship
City bus	Passenger train	Semi-truck	Cable car
Jet plane	Cross country bus	Small airplane	Small truck

All of these transporters need drivers. Each driver has a little different job. Which one would you most like to drive?

_____

Listed below are some of the people who work in transportation. Can you tell a little bit about the kind of work each one does?

Mechanic	Ship steward	Designer	Test driver
Assembly line worker	Fuel attendant	Dispatcher	Traffic controller
Airline hostess	Ticket agent	Radar man	Meteorologist
Freight handler	Clerk	Baggage man	Law officers

Do you know the name of anyone who works in transportation? What is the name?_____ What is the name of his job? _____

_____

Discuss why transportation is important to a Nebraska farmer. What products do we use that come to us from a long way away from here? Have you ever eaten anything that had to be shipped or flown from across the ocean? _____ _____ _____

Write about a few transportation workers who have helped you get things or go places.

TRANSPORTATION WORKERS WHO HELP ME

WHO PROVIDES OUR FOOD?

7. Let's take a closer look at where our food comes from. Suppose you have a peanut butter and jelly sandwich - where did it all start? Well, it started with someone putting seeds in the ground. Who was this? _____. We don't have bread farms or peanut butter farms or jelly farms. What kind of seeds were planted?

   For the bread - - - - - - - - - - - - - - _____

   For the peanut butter - - - - - - - - - - _____

   For the jelly - - - - - - - - - - - - - - _____
   (Strawberry, grape)

   Can you name the state in which these seeds might have been planted?

   The seeds for:

   The bread in - - - - - - - - - - - - _____

   The peanut butter in - - - - - - - - _____

   The jelly in - - - - - - - - - - - - _____

   What kind of work had to be done to these seeds and plants before they were ready to be sold to the next worker? _____
   _____
   _____
   _____
   _____

   What workers are needed to get the farm products to the plants where it is processed into bread and peanut butter and jelly?
   _____

   Foods are probably shipped over land by ____ or _____.

   Foods are usually shipped over oceans by _____ or _____.

   The wheat must go to a _____ mill and then to the _____ to be made into bread.

The flour must be made into bread, the peanuts turned into peanut butter and the fruit processed into jelly. Have you ever visited a bakery to watch them bake and package bread? Have you ever watched your mother take fresh fruit and make it into jelly? After the farmer's products are made into food and packaged, it is usually sold to a wholesale dealer. What is the job of a wholesale dealer? The wholesale dealer has salesmen and delivery trucks. What do you suppose their jobs are?

Now the bread and peanut butter and jelly are delivered to a store for you to buy them. They have made a long and interesting journey. They have gone from the seed to the grovery shelf. Which part of their journey would you most like to work on? What would your job be like?

Can you trace the journey of a roast beef?

Do you know what workers are needed to bring us salt for our table?

Dairy farmers are also food providers. How many different places need milk or cream for tneir food products?

WHAT IS THE NAME OF THE JOB?

8. Think of the job your father or mother does. Does it have more than one name? Ask them to tell you the names of the jobs people have where they work. Here are some unusual job nicknames. Did you know that:

   A doctor is known as a sawbones?

   A foreman is known as a straw boss?

   An underwater diver is known as a frog man?

   A marine is known as a leatherneck?

   Can you add some more?

   _____

   _____

   _____

   Here is a list of job names and job nicknames. Draw a line connecting each job with its nickname.

Mechanic	Cop
Policeman	Crooner
Dishwasher	Sand Hog
Singer	Pearl Diver
Tunnel Worker	Grease Monkey

9. What jobs could lead from your interest or hobby? _____

_____

_____

WHAT MAKES A JOB **IMP**ORTANT?

Everybody likes to feel that his job is important. People choose their jobs for many reasons. Some people feel important if they can tell others what to do. There are many people who decide how they feel about a job because of how much money the can make. Others choose a job where they can help people.

What do you think makes a job important?

List the jobs that you think are important in your community:

_____

_____

_____

_____

_____

_____

_____

_____

_____

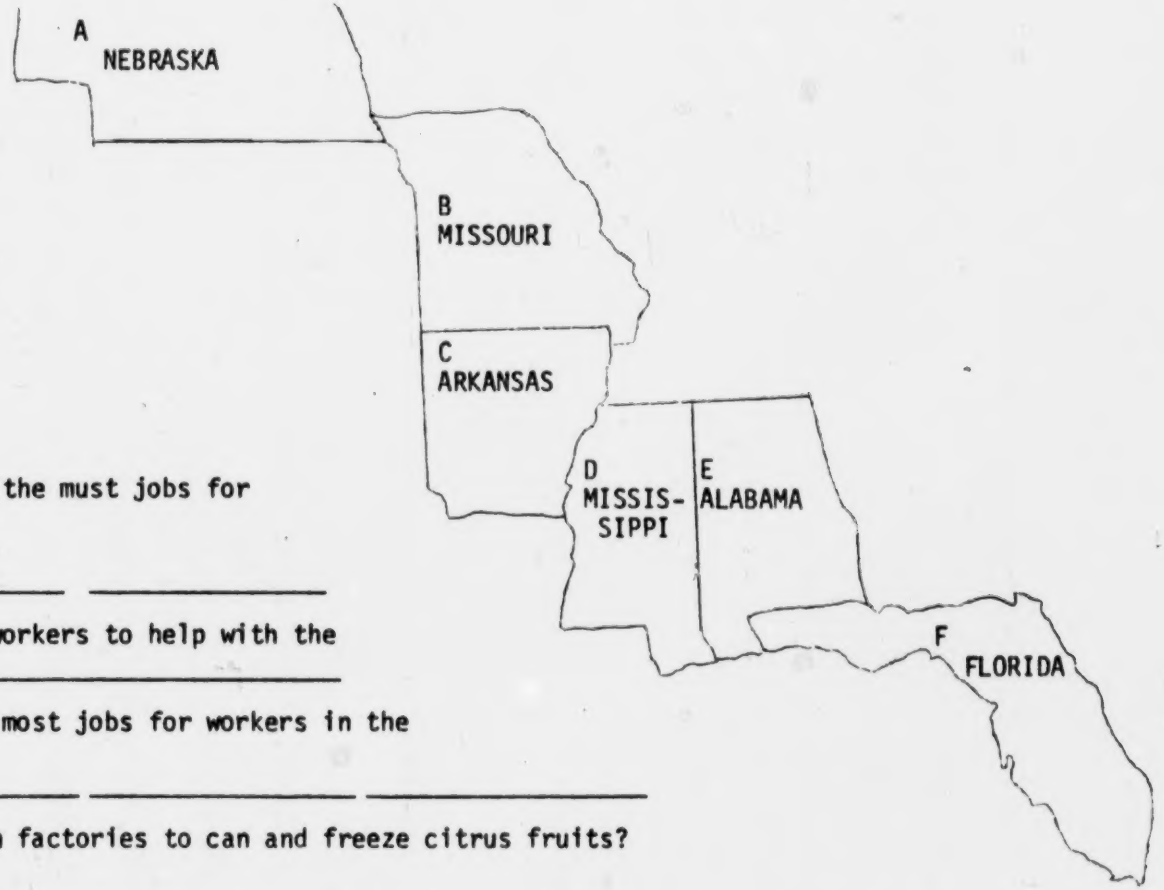
_____

OCCUPATIONS RELATED TO GEOGRAPHICAL LOCATIONS

STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
ALABAMA	MONTGOMERY	lumbering, iron, steel livestock, tobacco	
ALASKA	JUNEAU	timber, fish, mining	
ARIZONA	PHOENIX	gold, silver, copper, garden crops, cotton, citrus fruits	
ARKANSAS	LITTLE ROCK	petroleum, lumber, rice, cattle, cotton	
CALIFORNIA	SACRAMENTO	citrus fruits, fish cotton, lumber, shipping	
COLORADO	DENVER	garden crops, gold, silver, sugar beets, orchards	
CONNECTICUT	HARTFORD	brass articles, clocks, hats, hardware, ship and airplane building	
DELAWARE	DOVER	apples, tomatoes, poultry, dynamite, chemical products	
FLORIDA	TALLAHASSEE	oranges, tobacco, lumber, garden crops, canning	
GEORGIA	ATLANTA	peaches, marble, cotton goods, peanuts, lumber	
IDAHO	BOISE	apples, potatoes, wheat, sheep, dairies, minerals, lumber	
ILLINOIS	SPRINGFIELD	corn, steel, meat, soybeans, printing	
INDIANA	INDIANAPOLIS	steel, automobiles, limestone, farming, hogs	
IOWA	DES MOINES	corn, hay dairy products, hogs, pop corn, breakfast cereal	
KANSAS	TOPEKA	wheat, salt, flour, petroleum and livestock	
KENTUCKY	FRANKFORT	hay, tobacco, corn, coal, horse breeding	
LOUISIANA	BATON ROUGE	rice, cotton, minerals, lumber, sugar cane, chemicals	

MAINE	AUGUSTA	potatoes, fishing, paper, textiles, shipbuilding
MARYLAND	ANNAPOLIS	steel, tobacco, clothing, fishing, fruite and vegetables
MASSACHUSETTS	BOSTON	fish, shoes, dairies, cotton, goods, machinery
MICHIGAN	LANSING	automobiles, cereal, lumber, furniture, fruits
MINNESOTA	ST. PAUL	corn, flour, oats, dairies, iron
MISSISSIPPI	JACKSON	cotton, lumber, oil, garden crops, fish
MISSOURI	JEFFERSON CITY	lead, meat, shoes, soybeans, cotton
MONTANA	HELENA	lead, copper, oil, poultry, wheat
NEBRASKA	LINCOLN	wheat, meat packing, cattle, pigs, corn
NEVADA	CARSON CITY	copper, silver, gold, sheep, garden crops
NEW HAMPSHIRE	CONCORD	dairies, granite, textiles, lumber, hay
NEW JERSEY	TRENTON	silk goods, chemicals, poultry, gasoline, vegetables
NEW MEXICO	SANTA FE	wheat, copper, cotton, sheep, cattle
NEW YORK	ALBANY	clothing, books, dairy products, manufacturing
NORTH CAROLINA	RALEIGH	tobacco, peanuts, lumber, cotton goods, textile mills
NORTH DAKOTA	BISMARCK	wheat, dairy products, livestock, rye
OHIO	COLUMBUS	rubber, clay products, dairy products, machinery
OKLAHOMA	OKLAHOMA CITY	petroleum, cattle, cotton, wheat, corn
OREGON	SALEM	orchards, lumber, fish, flour, berries

PENNSYLVANIA	HARRISBURG	electric machinery, coal, steel, textiles, Ship building
RHODE ISLAND	PROVIDENCE	silk and cotton goods, garden crops, tools, silverware, machinery
SOUTH CAROLINA	COLUMBIA	tobacco, corn, hogs, cotton goods, peanuts
SOUTH DAKOTA	PIERRE	gold, corn, wheat, pigs, meat packing
TENNESSEE	NASHVILLE	livestock, tobacco, zinc, marble, cotton, chemicals, aluminum
TEXAS	AUSTIN	sheep, cattle, sorghum, petroleum, cotton
UTAH	SALT LAKE CITY	copper, lead, coal, uranium, garden crops
VERMONT	MONPELIER	maple sugar, paper, marble, slate, dairies, woolen mills
VIRGINIA	RICHMOND	peanuts, tobacco, coal, ship building, poultry, chemicals
WASHINGTON	OLYMPIA	wheat, apples, fish, lumber, dairies, air-craft building
WEST VIRGINIA	CHARLESTON	coal, apples, glass, lumber, chemicals
WISCONSIN	MADISON	paper, machinery, dairy products, breweries
WYOMING	CHEYENNE	sheep, sugar beets, petroleum, wheat, cattle, coal
HAWAII	HONOLULU	sugar, pineapples, cattle, fishing, coffee



Name each state

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

Which three states would provide the must jobs for people in the cotton industry?

_____ _____ _____

Which state would need the most workers to help with the tourist trade? _____

Which four states would have the most jobs for workers in the lumber industry?

_____ _____ _____ _____

Which state would need workers in factories to can and freeze citrus fruits?

_____

Can you list five workers from the other states who would not be common in Nebraska?

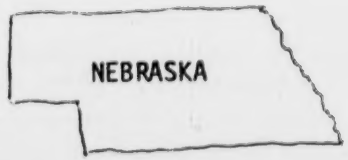
_____ _____ _____ _____ _____

Name each state

A. _____ B. _____ C. _____ D. _____

E. _____ F. _____ G. _____

H. _____ I. _____



Listed below are some of the industries of the Eastern Coast. Can you name at least one job that would need workers as a result of this specific industry? Refer to definitions in this section. EXAMPLE: Citrus Fruits - fruit pickers

1. Dairies _____
2. Shipping _____
3. Precision tool factories _____
4. Airplane construction _____
5. Ship building _____
6. Jewelry making _____
7. Building stone quarries _____
8. Manufacture of electrical equipment _____
9. Paper products plants _____
10. Lumber industries _____
11. Cotton growing _____
12. Manufacture of leather goods and shoes _____

Name each state

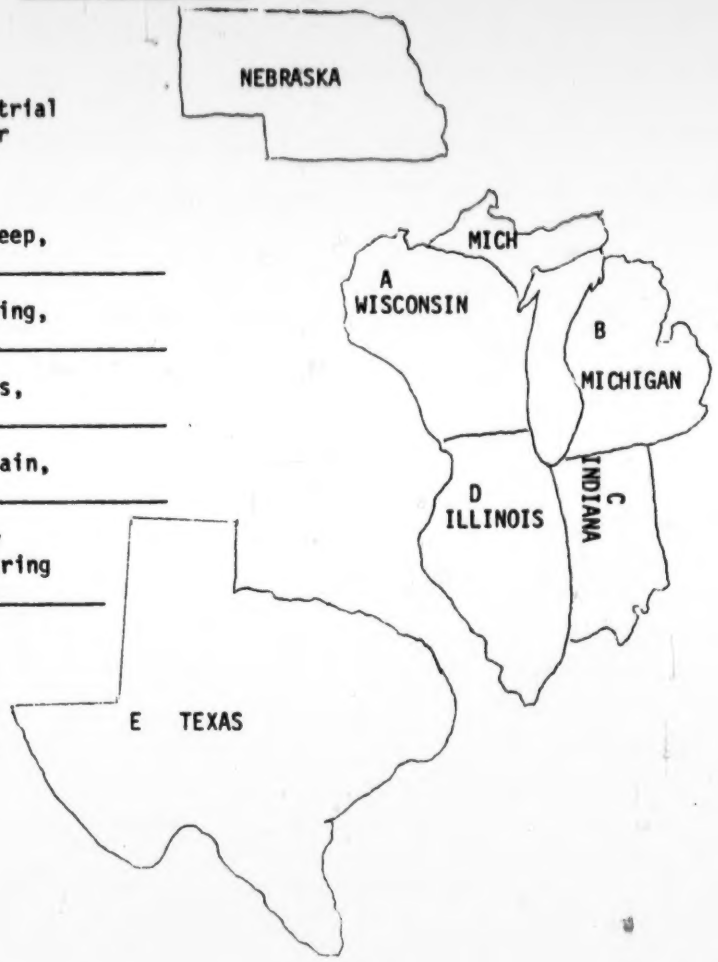
A. _____ B. _____ C. _____

D. _____ E. _____

Identify each of the five states by their industrial character. Write in the appropriate state after each description.

1. Minerals, cotton, sorghum, rice, cattle, sheep, citrus fruits, textiles, petroleum _____
2. Dairies, breweries, cheese factories, shipping, paper mills _____
3. Fresh water fisheries, breakfast food plants, auto factories, furniture _____
4. Soybeans, meat packing, printing plants, grain, steel, coal _____
5. Grain, fruit, tobacco, coal, farm machinery products, auto and airplane parts manufacturing limestone _____

Discuss how the jobs available in these states differ from the jobs available in Nebraska.



Name each state

A. _____

B. _____

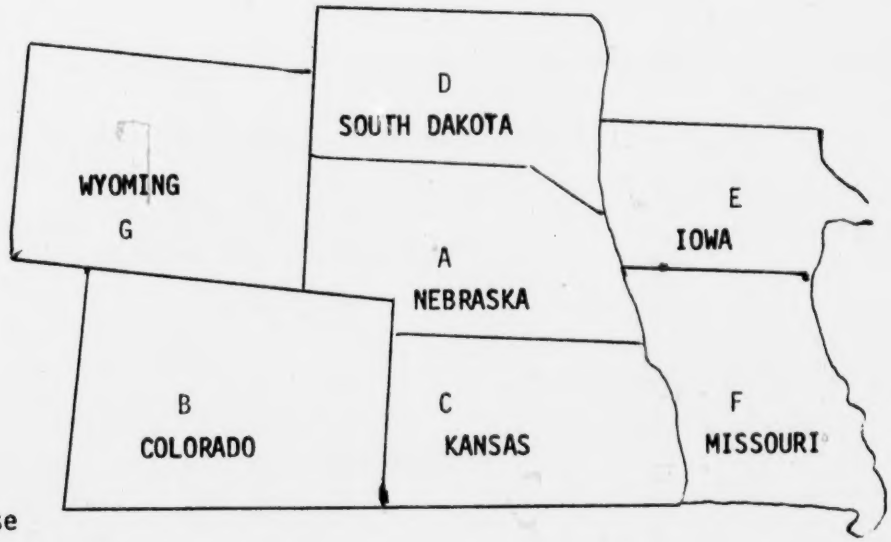
C. _____

D. _____

E. _____

F. _____

G. _____



Which five of the following workers would be most apt to find work in these states? Underline your answer.

Auto mechanic	farm worker
tobacco grower	meat packer
peanut harvester	oil driller
miner	salmon fisherman
lumberjack	ship builder

Which of these seven states might hire workers for growing cotton? _____

Which of these seven states would be most apt to hire people to work in orchards? _____

Which state would need more workers for factories making pop corn and breakfast cereal? _____

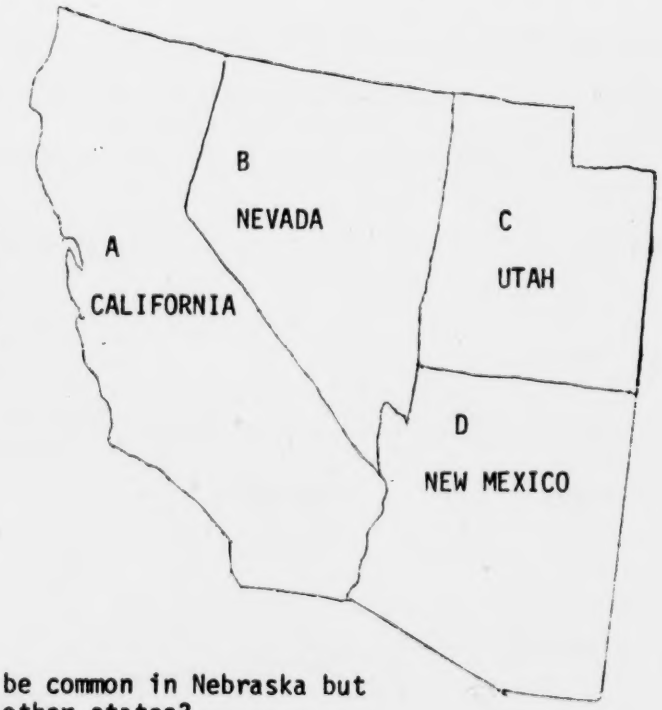
Name each state

A. _____

B. _____

C. _____

D. _____



For each state, name a worker who would be common there, but rather uncommon in Nebraska.

A. _____

B. _____

C. _____

D. _____

Can you name a job which would be common in Nebraska but not too common in any of these other states?_____

Name six jobs you would find in all five of the states outlined on this page.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

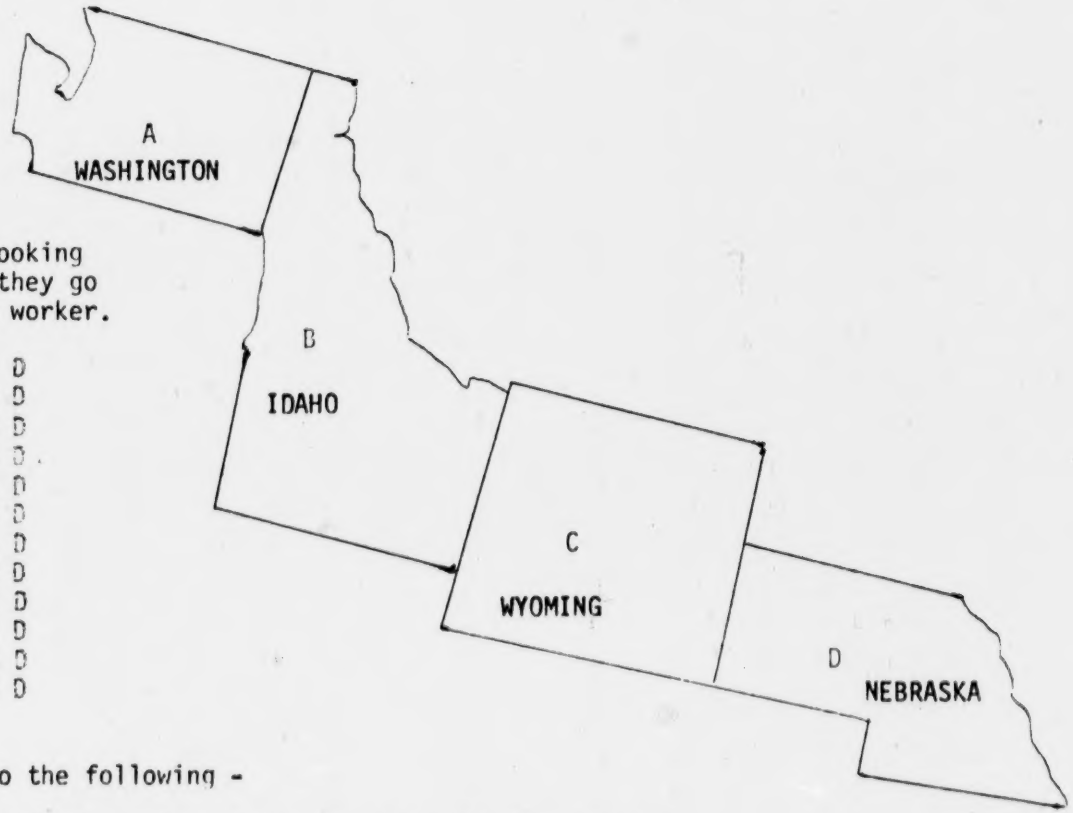
Name each state

A. _____

B. _____

C. _____

D. _____



If the following people were looking for a job, which state should they go to? Circle one state for each worker.

1.	Lumberjack	A B C D
2.	Wheat farmer	A B C D
3.	Fisherman	A B C D
4.	Rancher (cattle)	A B C D
5.	Rancher (sheep)	A B C D
6.	Meat packer	A B C D
7.	Aircraft designer	A B C D
8.	Coal miner	A B C D
9.	Fruit picker	A B C D
10.	Potato farmer	A B C D
11.	Truck farmer	A B C D
12.	Shipyard worker	A B C D

Underline the correct answer to the following -

The (lumberjack, coal miner, wheat farmer) could be found in all four states.

The (fruit picker, meat packer, sheep rancher) is found primarily in Nebraska.

The climate in Nebraska is not right for the (aircraft designer, wheat farmer, fruit picker).

Washington is the only state with facilities for the (lumberjack, fisherman, wheat farmer).

VOCATIONAL GROUPING

Some workers prefer to work mostly with other people. They like to try to persuade them to buy something, or to make them happy, or to make them feel better. Other workers prefer to work with ideas, to think up things, or to solve problems. Still other workers prefer to work with their hands and tools.

Can you figure out which workers deal mostly with people or ideas or things? Put (P) after the worker who deals mostly with people, and (I) after the worker who deals mostly with ideas, and (T) after the worker who likes to work with things like his hands and tools.

EXAMPLE: Artists _I_ Cabinetmaker _T_ Doorman (hotel) _P_

_____ Actor	_____ Draftsman	_____ Nurse
_____ Air traffic controller	_____ Editor	_____ Oceanographer
_____ Pilot	_____ Electrician	_____ Optometrist
_____ Stewardess	_____ F B I Agent	_____ Plumber
_____ Architect	_____ Florist	_____ Policeman
_____ Automobile salesman	_____ Geologist	_____ Radio or TV Announcer
_____ Beautician	_____ Insurance agent	_____ Teacher
_____ Carpenter	_____ Miner	_____ Truck driver
_____ Chef	_____ Mathematician	_____ Waitress

"WHAT'S MY JOB"

How close can you come to describing the jobs that these workers perform? The answers are on the following pages.

An abrasive grader

An acid filler

An aerospace engineer

An agronomist

An air-hammer operator

An anthropologist

An automotive engineer

A bag machine operator

A barker operator

A biocnemist

A buyer

A cartographer

A cinderman

A civil engineer

A conservation officer

A dispatcher

A draftsman

An economist

An electronic technician

A forester aid

A foundry worker

A glazier

A hammersmith

A hand assembler

A horticulturist

A hygienist

A keypunch operator

A landscape architect

A lather

A linguist

A longshoreman

A machinist

A metallurgist

A meteorologist

A millwright

An oceanographer

A pipefitter

A sheetmetal worker

A tannery gummer

A tool and diemaker

A gang sawyer

A geologist

There are over 30,000 different kinds of workers in the United States.

You will probably be one of them someday.

ANSWERS TO "WHAT'S MY JOB?"

An abrasive grader operates a mill to grind emery, rouge, and other abrasives.

An acid filler fills storage battery cells with sulfuric acid solutions to prepare them for charging.

An aerospace engineer does research and develops flight equipment for use in air and outer-space.

An agronomist experiments for new and better ways to grow crops.

An anthropologist studies the evolution and races of men and their cultures.

An air-hammer operator breaks concrete, stone, or other pavement with an air-hammer.

An automotive engineer designs and oversees construction of automobiles, trucks, and other automotive equipment.

A bag machine operator runs a machine that cuts, folds, and seals paper and plastic bags.

A barker operator runs a machine to remove the bark from a tree before it is processed in a saw mill or paper making plant.

A biochemist studies the chemical reactions in living things (plants and animals)

A buyer purchases merchandise to be used or re-sold by large companies.

A cartographer draws maps of cities, countries, states and other areas showing many of their features.

A cinderman removes cinders from furnaces in some large factories and iron melting plants.

A civil engineer plans, designs, and oversees construction of structures such as roads, airports, dams and bridges.

A conservation officer patrols an area to prevent game law violations and to help preserve property and wildlife.

A dispatcher receives radio messages and sends instructions for airplanes to land, police cars to report to a crime, repairmen to go to a site of trouble, and many other things.

A draftsman makes detailed drawings of items to be manufactured or of structures to be constructed.

An economist aids in the solution of money problems by studying costs and making reports.

An electronic technician draws and assembles models for making items to be run by electricity.

A forester aid works alone or with a crew to protect and wisely use forest land.

A foundry worker works with melting metal, pouring it into molds, and otherwise preparing it for use.

A gang sawyer operates a gang saw to cut such items as lumber or large blocks of stone.

A geologist studies the earth's crust and the ocean bottom and prepares reports on what he finds.

A glazier installs glass windows in stores, glass doors in buildings, mirrors on walls, and glass in table tops.

A hammersmith repairs defects in such silver objects as trays, teapots, and bowls.

A hand assembler fastens together parts of an item as they pass by on an assembly line.

A horticulturist experiments with plants and plant products to find better means of production, storing, processing, and shipping.

A hygienist studies our environment and makes reports on what is harmful to our health and suggests ways to correct harmful things.

A keypunch operator uses a machine similar to a typewriter to punch information on cards to be used in computers.

A landscape architect plans land for use in parks, airports, highways, and sometimes even homes.

A lather fastens wood or metal lathes to walls or ceilings to provide support for plaster.

A linguist is a person skilled in translating foreign languages.

A longshoreman operates equipment to move cargo about on docks and on and off ships.

A machinist operates equipment to make or repair metal objects such as tools, machines, and other things with metal parts.

A metallurgist studies metals and reports various things about them.

A meteorologist studies our atmosphere and reports and forecasts weather.

A millwright uses hand and power tools to install machinery and equipment in industrial plants.

An oceanographer studies the physical aspects of the ocean and the movement of the sea.

A pipefitter installs and maintains pipe systems for such purposes as heating and cooling metal.

A tannery gummer spreads a solution on leather to finish or waterproof it.

MATHEMATICS

MATHEMATICS

The "Worker of the Month" could be a very interesting, educational, and worthwhile project for a primary teacher and her class. A simple schedule and some suggestions are given here for your consideration.

A teacher of mathematics should explore the way the following workers use mathematics.

September - FARMER - The harvest season is an opportune time to feature this worker. A bulletin board display, drawings, or cut out pictures could be utilized to highlight this worker and deepen the children's understanding and appreciation of the work he performs. The class co ld discuss the variations in his work from season to season. They might go to see or examine pictures of his tools and machinery.

October - MECHANIC - This worker is very important to the lives of all children. This worker not only keeps the family car going, but trucks, buses, railroad engines, and airplanes. He must be very skillful with his tools.

November - SECRETARY - There are many sectetarial workers in our town. Your school has someone who works as a secretary. Most secretaries can type fast and some even take shorthand. It is also important that they know how to run various office machines.

December - POSTMAN - This is a month when we all rely heavily on the postman and other post office workers. What happens to a letter after we drop it in the slot?

January - POLICEMAN - What different jobs does a policeman do? In some cities, there are hundreds or even thousands of workers doing this job. Have the children ever seen a policewoman? What work do they do? How are we all helped by these police workers?

February - STOREKEEPER - How many different jobs are there in a store? Where does the storekeeper get the meat or produce we buy?

March - SALESMAN - How many different kinds of salesman have the children in your class seen? Have they seen a saleswoman? Where do salesmen work - store, homes, large companies? Do some travel a lot?

April - WAITRESS - Could your children role play the job of a waitress? What are the good things and bad things about this job?

May - BANKER - How many different jobs are there in a bank? How does this worker help our community?

With a little imagination, this could be a real eye opener for children. It may be possible to combine field trips, resource perdons, films, books, and filmstrips into this type of project rather easily.

2. Explore the changing world of work.

Activities here can be designed to look backward and forward to get the perspective of what is taking place in the vocational world.

First, the students might be asked to seek information from their parents, grandparents, or other older adults regarding jobs that they have seen become obsolete, rare, or drastically changed in the last couple of generations.

Second, the demand jobs of today can be investigated and evaluated in terms of their prevalence a couple of generations ago. The newspaper want ads would be a good resource here.

Third, under your direction, the students can speculate somewhat realistically on the trends for the coming generation, i.e., sociology and population control, aerospace, meteorological forecasts and controls, ecology, transportation, food production and processing, waste disposal, and many others.

A very interesting chart could be made which graphically illustrates the changing world of work.

3. Study possible transitions among jobs.

It would be enlightening and practical to spend some time showing the possibilities and the processes of shifting from one job specialty to another or "working up" in your job area.

There are some areas that require little or no extra training if a person should decide to shift from one specialty to another. For example:

A railroad brakeman	may become	a conductor
A newspaper reporter	may become	an editor
A hod carrier	may become	a brick layer
A bank teller	may become	a vice-president

Many such actual cases can be explored and many theoretical cases could be presented for consideration. Are there some jobs with more advancement possibilities than others? Are there reasons for not wishing to "work up"? What are some of the kinds of pre-requisites for such moves?

4. Study the importance of workers considering the consequences of their absence (i.e., they all go on a strike).

Some of the vital and seldom appreciated jobs may look a lot more important after considering how much we depend on them. A few examples might be:

Highway road crews.	Hotel-motel maids.
Mail carriers.	Gas station operators.
Mechanics.	Truck drivers.
Sanitation crews	Optometrists

This list goes on and on. It is important that all people become more aware of the value the unheralded worker has to our lives.

5. Making Reports

The children should hear from checking account tellers and savings tellers about each kind of account and what the teller has to know to do something about the account. (Even second graders can have accounts).

Businessmen should make a report on the profitability of their business. Which were more profitable? Who has accumulated the most money and who has accumulated the least?

Who wants to change jobs? Does the garbage collector want to own a riding stable? Does a student wish to specialize from owning a general store to owning a knitting shop? Does someone want to be a partner in more than one business?

Many learning situations will come from this. How can you evaluate it?

6. Using Groups

Use groups, buzz sessions, quiet study sessions, have kids making charts with guidelines. Use your guidelines for field trips, invite in resource people. Have questions prepared. You may want to outline procesures each day for a week.

Use role play. Maneuver your overall plan as you desire. This is one way. It's not the only way.

Your way is the best for you. YOU know YOUR class and YOUR techniques.

7. Maxi-Simulation

Make a list of businesses and kinds of work in your community. Have the children help. Then have them choose their business or kind of work.

Give each child ten $1 bills.

Discover the "community wealth" by adding by 10's. (If you have 31 children, you will find your community wealth is $310.)

Either make or acquire old checkbooks from the bank. If you make them, do so by stapling duplicated forms between paper covers. Copy examples of real checkbooks at the bank you visit. (The banker will show you at the teller's cage if you ask.)

City property taxes may be collected in a box by the mock "city treasurer" who gets it from the "city assessor's office" who states on a slip of paper how much each person must pay. Your citizens can write checks according to a chalkboard model and subtract the amount from original deposits.

Develop the business as realistically as possible.

Put instructions on your bulletin or chalkboard for several citizens to buy certain things or seek certain services.

Let everyone watch the transactions. (Push the desks to the side, and sit in chairs around a theatrical type round stage.)

You could set up a barber shop, a dental office, city offices and a grocery store. If a child wants to get a hair-cut, you will need to have a make-believe barber to role play his part. For a dental checkup, you will need to have a person role play the part of a dentist. Perhaps you will need a dental assistant.

See to it that every child has two or three experiences. Keep guiding children to make checkbook adjustments. Your children will notice that sellers have more money and buyers less money.

In time your aspiring carpenters may wish to construct a cardboard town, so that buildings are available for the business and perhaps professional people. (Think of the opportunities for measurement. Will this teach subject matter?)

City workers (librarians, teachers, firemen, trash collectors and policemen) are paid from the city's tax fund. The treasurer or the school business manager, as you desire, makes the check, but the money must come from the treasurer's box.

Can your children find this total payroll and substract the social security and federal income tax from it? You may have to have children help create a tax chart, which can be used as a guideline for tax deductions. (Think of the business math you can use to do this! A learning situation? What do you think?)

Professional people can find out about their speciality: type and amount of training needed; how long it takes to learn the skill; and interesting aspects of the jobs.

Business people can prepare scrapbooks of goods and prices. Items can be illustrated by pictures from magazines, newspapers, or mail order catalogs.

Federal employees can go to a mock TV station and be interviewed by a TV announcer about the dwindling funds. Another tax levy may be required. Let the kids decide what should be the criteria.

You might want to levy a head tax of $256 on each individual.

The postman, weatherman, social-security worker and other officials and employees of the United States Government may be paid.

8. At The Bank

   You can examine the drive-in facilities, vault, safe-deposit boxes.

   The bank guide or teacher may deposit $1 on check - then go with your group and see who handles your money and what each one does with it.

9. Weights and measures that are used by the occupation of the month. Compare both metric and English systems.

HEALTH

HEALTH

Answer the following questions. Check YES or NO ( )

I am the kind of person that enjoys.

YES	NO	
___	___	Being a leader rather than being led.
___	___	Working alone rather than working with others.
___	___	Working with people rather than working with things.
___	___	The new thing rather than the thing already known.
___	___	Planning and organizing the job rather than doing the job.
___	___	A quiet life rather than a busy life.

Why is it important for you to consider the above about yourself, when thinking about work you could do best? _____

_____

_____

_____

_____

_____

_____

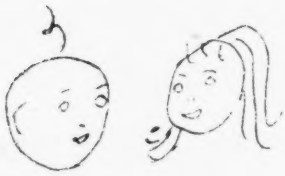
_____

WHAT KIND OF PERSON DO YOU THINK YOU ARE?

Fun loving

Serious

Each person is different from some other person. The things that make us happy are not the same for everyone. People differ in their interests. Think about your friends. Some of them are always cheerful; others may tease a lot. The way a person acts, the thing he likes to do, and the way he



Talking

Thinking

makes us feel - all make up what is called his personality. It is our personality which makes us different from all the other people in the world.

We are lucky that all of us are not the same. The world needs workers with different kinds of skills and interests to do different types of work. To help you discover more about yourself look at the checklist of things (following page) which causes people to like one job better than others.

Indoors

Outdoors

Why does a boss or leader on-the-job think a "sound mind in a sound body" is very important? _____

CHECKLIST OF MY HEALTH HABITS FOR ONE WEEK

Health Habits		Mon.	Tues.	Wed.	Thurs.	Fri.
Personal Cleanliness	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
Personal Neatness	1.					
	2.					
	3.					
	4.					
Proper Rest and Exercise	1.					
	2.					
	3.					
	4.					
	5.					
	6.					

CHECKLIST (Cont'd)

Health Habits		Mon.	Tues.	Wed.	Thurs.	Fri.
Proper	1.					
Diet	2.					
	3.					
	4.					
	5.					
	6.					

A LOOK INTO THE MIRROR

Put a check mark ( ) next to the things you like to do.

____ Be with people most of the time.

____ Do things by myself.

____ Make items others can look at.

____ Talk to people.

____ Put my thoughts and ideas on paper.

____ Work with numbers and mathematics.

____ Work with machines.

____ Help people to be happier.

____ Discover new ideas.

____ Make pretty pictures.

____ Write music, songs.

____ Work on school activities.

____ Work indoors.

____ Work outdoors.

____ Collect things

____ Move around a lot.

Compare the things you have checked with those checked by others and you will discover how you differ from others.

WHAT KIND OF PERSON ARE YOU?

WHAT DO YOU LIKE TO DO MOST?

Think about what you like to do most. Do you wish that you could get a job doing what you do for fun?

Playing baseball, making models, collecting records, reading books, and dancing are all popular activities. However, not many people are good enough at playing ball or dancing to earn a living in this way. But you may be able to get a job connected with your interests.

For example, boys and girls who are interested in sports may not become professional athletes. However, when they grow up, they may be able to get a job which belongs to the sports family. Suppose you were asked to think of some jobs in which a hobby or interest in sports could make the job more fun.

Here are just a few of the jobs which can develop from an interest in sports. Can you add others?

Performers
- acrobat
- actress
- athlete
- automobile racer

Sports Reporting
- spotter
- interviewer
- sports photographer
- writer

ENVIRONMENT

ENVIRONMENT

"Do-It-Yourself Environmental Ideas":

1. Ecology Committee. Start an ecology committee to study the environment before you launch into a pollution abatement program. Liaison with local station or base officials should be maintained to coordinate with existing base-wide programs.

2. Solid Waste Recycle Initiatives. Clubs can earn cash for their treasury while advancing the anti-litter cause. If there is an Alcoa "Yes We Can" aluminum can reclaimation center (or a Reynolds aluminum can recycling program) near your base, you'll be paid on-the-spot cash for returned aluminum cans. Recycling programs may also involve the resale of newspaper and, in some cases, glass.

3. Cleaning Agents. Start an educational program recommending the use of bio-degradeable cleaning solutions including low phospate detergents.

4. Clean Up Campaigns. Class organized clean-up, paint-up and anti-litter campaigns are always good projects.

5. Trash Separation. Many bases have gone to the practice of separating their trash into different containers for more efficient solid waste disposal and/or recycling. Trash is separated into food, glass, metal or paper containers. Such a trash separation and disposal/recycle program could be organized at the individual household level.

6. Pollution Control Award. Clubs can help recognize the individual members or neighbors who took the initiative in the pollution battle by presenting a special "Pollution Control" plaque.

GETTING READY TO RECYCLE

For organizations interested in beginning their own recycling projects, the Navy has put together a blueprint of suggestions:

Materials - Glass: Glass should be separated by color - clear brown and green. It should be emphasized in the publicity campaign that only clean bottles and jars can be collected. In most areas labels may be left on, but metal and plastic tops as well as aluminum rings on resealable bottles should be removed. Generally speaking, pyrex, window plate glass, and light bulbs cannot be recycled.

Aluminum: The all-aluminum can has no side seam. The "tin" can usually has a seam and is actually made of steel. There is also a bi-metal can made of steel with aluminum ends (these are not recyclable as yet). Aluminum collection can take aluminum cans, clean food containers, TV dinner trays, aluminum foil, pots and pans, garden chairs, doors and window frames.

Newspapers: Each ton of newspapers recycled can save 12 trees. Paper in other forms such as punch cards, computer paper, cardboard boxes and paper bags can also be recycled. Check with your local dealer to determine what is acceptable and saleable.

Location - A convenient collection site where people can deposit reusable materials is desirable. Such a site should be a minimum of 50' x 40' with a paved area which will permit placement of collection bins and allow some freedom of vehicle movement. Possible locations are:

a. Gas station parking lots
b. Exchange parking lots
c. Commissary parking lots
d. Parking lots outside/inside main gate

Labor source - Groups of willing and dependable volunteers - people who are not afraid to get their hands dirty.

a. Locally sponsored scout troops
b. Teen clubs
c. Wives clubs
d. Conservation/ecology groups

Transportation - A means of transporting reusable materials from collection sites to commercial processors.

a. Privately owned vehicles
b. Public works trucks
c. Commercial haulers - for large loads if no other source is available.
d. The hauling of materials, including glass (cullet), outside the city is controlled by regulatory bodies. When moving intrastate, the hauler (carrier) must have authority on file with the State's Transportation Commission.
e. When hauling interstate (from one state to another), the hauler (carrier) must have authority on file with the Interstate Commerce Commission, Washington, D. C.

Finances - A member of the volunteer force should keep track of expenses and receipts.

Compensation - Under present market conditions, the following revenues can be expected:

Newspapers - $6 to $10 per ton
Aluminum - $20 per ton
Glass - $15 to $20 per ton when separated by color (brown, green and clear).

Legal - Adult volunteers should sign a release form in case of injury. Minors should have parental permission.

Purchases - Small magnets (to differentiate between aluminum and steel cans); string (to bind newspapers, if necessary); brooms; first aid kits; sledge hammers (tools of the trade); and goggles.

Market - Be absolutely sure that there is a market for the collected material. It would be frustrating, for example, if the market for newspapers is glutted and the results of your efforts end up in an incinerator or landfill, or worse yet, as a liability to the station.

Storage - A variety of containers can be used to store and ship materials. The physical facilities and container availability will determine the most suitable type.

NOTES

PERSONAL CONSERVATION CHECKLIST

(WHAT CAN YOU DO)

From the USS Ticonderoga Officers' Wives' Club Ecology Committee come these suggestions for those who want to join the fight against pollution. The San Diego based club believes that ecology begins at home. "We want to make people aware of what they can do as individuals," Committee Chairman, Mrs. Richard J. Stohr, told a local newspaper. "There are a lot of th[illegible] people don't think about, but it really is just common sense."

1. Save water: Turn off the faucet while brushing your teeth or shaving. Lower the water level or put bricks in the toilet tank. For the garden, use native plants and shrubs that require little water.

2. Use organic gardening methods to reduce the use of pesticides and chemical fertilizers. Keep a compost pile for yard trimmings and wet garbage. Make sure fertilizer is worked deep into the soil. Don't hose it off into the water system.

3. Walk or ride a bicycle whenever possible. Work for urban planning that provides pedestrian and bike paths. Drive a small car and form car pools to reduce exhaust pollution and to decrease the consumption of natural resources.

4. Reduce paper consumption. Form newspaper and magazine pools with your friends and neighbors. Bundle newspaper and turn in for recycling.

5. Become informed on environmental problems. Start a clipping file from newspapers and magazines. Circulate the file among friends and neighbors. Start a conservation library in your school. This can be done economically since much material can be obtained free or in paperback.

6. After becoming informed, communicate with your legislators and other public officials on environmental problems. Find out where they stand and give them information that will help them make good decisions.

7. Don't buy beverages in "no deposit, no return" containers. Maintain collection drives to turn in aluminum cans.

8. Buy fewer, but more durable toys. Repair broken items of any kind. Recycle unneeded items through Goodwill or other agencies.

9. Reduce electric power consumption to hold down pollution and to conserve resources. Avoid leaving lights on when not needed.

10. Sponsor a neighborhood recycling day where you and your neighbors exchange things like magazines, books, material remnants, or old utensils.

11. Avoid using the dishwasher or clothes washer unless fully loaded. This will cut down on the amount of detergents used.

12. Paper towels can be used more than once, saved to wipe shoes, windows and floors.

13. Write to companies commending their recycling projects.

14. Buy simple packaged items, not items in multiple containers or wrapped in several layers of paper.

15. Always use the lowest octane, lead fuel that keeps your car from knocking. Have regular tune-ups at least twice a year; a well-tuned engine pollutes less.

MAKING PUPPETS

ROLE PLAY

SIMULATION

OCCUPATIONAL MOBILE

MAKING PUPPETS

This handy chart for puppet making will help simplify your job. You can use it to decide many things, but first you must decide what you want your puppets to be and to look like.

PAPER PUPPETS

Making puppets	Materials to Use
1. Cut a picture that looks like the character you want to portray from a magazine or newspaper, or	Butcher paper
2. Draw an original picture of a puppet you would like to use. Cut him out. Paste him on cardboard. Cut his figure out of the carboard. Paste a stick of wood or a strip of heavy cardboard to his back. Give him a paper or felt costume	

PAPER BAG PUPPETS

Making puppets	Materials to Use
Stuff a crumpled newspaper into a paper bag and tie with a string. The round part is the head, the open part is the skirt. Cut a good wig from the newspaper. Curl the paper with scissors. Make a face. Hold the skirt with your fist inside the bag.	Paper Bag Newspaper String Crayons Colored Paper

HAND PUPPETS

Making Puppets	Materials to Use
Make three holes in a straight line. Make head of heavy paper like newspaper, wrapping paper or kitchen toweling. Roll long strip around first finger and fasten with tape. Fasten the inside with tape.	A piece of cloth handkerchief size. Rolled paper Tape Glue Fur or Yarn

A RUBBER PUPPET

Making Puppets	Materials to Use
Cut sponge scraps with scissors into the shapes you want. You can sew, cement, wire these to make jointed people.	Sponge rubber Bath sponges Rubber rag mats Rubber cement

A WOOD PUPPET

Making Puppets	Materials to Use
This can be made with joints and 4-5 strings. Design by drawing a picture first.	Wood scraps 1/2" Cotton tape Screw eyes Coping saw; jig saw Needle and thread Carpet tacks Paste; glue Scissors Rulers; pliers

A CLOTH PUPPET

Making Puppets	Materials to Use
Make them entirely of cloth if you like. Their heads are two round pieces of cloth sewed together and stuffed with cotton. The eyes, nose, and mouth are pieces of cloth sewed on or embroidered with thread and yarn and sewn on	Cloth

A STOCKING PUPPET

Making Puppets	Materials to Use
Tie the wad of cotton to the top of the stick, and pull the sock over the ball at the point where the toe is. Paint face. Put hair on top half of head, eyes in middle, nose between mouth and eyes. Make a dress and add a hand made of stuffed cotton and a weight.	Sock String Two small weights Cotton in a wad 8" Stick Paints Crayons Needle Thread

A CORN COB PUPPET

Making Puppets	Materials to Use
Take off husks, put in water. Take kernels off cob. This makes puppet body. Use husks for clothes. Put them on with string, rubberband, thread, or a ribbon. Use kernels or raisins for making the face. Use pins to stick them in cob. Corn silk will make great hair.	Dry corn cob Rubber band Thread, ribbon Raisins, corn kernels

You may want to make cloth bodies with a variety of heads. Here are the recipes for several.

SAWDUST HEAD	2 cups of sawdust, 1 cup plaster of Paris 1/2 cup wallpaper paste 2 cups of water Model heads. Use shiny buttons or marbles for these. Add wire earrings, paper hats, yarn or paper hair while mixture is soft
PLASTIC WOOD HEAD	Use plastic wood in a can. Model it into the character you want.
PAPIER-MACHE HEAD	Crumple 4 double sheets of newspaper. Pour hot water over it. Let is soak overnight. Knead. Rub on washboard to knead. Add boiled flour paste. Mix well. Squeeze off water before adding paste. Boiled flour paste can be made with 1/2 cup flour. Stir in 1 cup of water. Slowly, bring to boil over low heat; stir until thick and shiny.
WALLPAPER CLEANER HEAD	Use a handful and model it into your favorite character. Insert a cardboard tube to fit your finger. This makes a hand puppet head. Let it dry two or three days. Then paint.

ROLE PLAY

In using role play, one can instantly become someone else in order to act out a problem situation or a situation which may or may not have occurred. It gives everyone an opportunity to know how it is to be the person who is involved in the real experience. When role playing, one can project himself into feeling the part and reacting to it in a number of different ways, thereby learning a lesson in human relations.

Role play lends itself well to a small group but the technique is amenable to large groups. It is fun to share a different problem situation related to the same general topic, and have groups play out the situation. It is spontaneous and great fun as the humor of the situation can be enjoyed due to the fact that it "is not for keeps."

A. Procedure

1. Define and explain the problem.
2. Plot the main points.
3. Set the scene so that the audience knows who the characters are.
4. Brief actors as to their attitudes as characters of the plot.
5. Create an informal atmosphere.

B. Pre-planning Evaluation

1. How appropriate is this for my group? (Take timing into consideration.)
2. Can I make my group sensitive to the value of working with the problem?
3. Can I set it up quickly and not stress the words "role play" but give a fast concise explanation?
4. Can I have members of the group as observers and give them something to observe? (Am I ready to encourage constructive evaluation of the solutions?

C. Suggestions to Teachers

1. Role playing scenes run five to ten minutes. Don't overdo it.
2. Be sure to stop when the main points have been made.
3. Several small groups may role play the same situation or problem, compare results, and discover the variety of thoughts regarding the observers' reactions.
4. Never get involved with the personalities doing the acting, only with the personalities of those being role played.

D. Role Play connected with career development

1. Occupations of family
2. Observed occupations
3. Worker relationship

SIMULATION

Simulation involves the use of role-playing by the actors during the operation of a comparatively complex symbolic model.

The model is of an environmental model. We are talking about a set of interrelated factors or variables, which combined make up elements that are symbols of a social system. The model functions very much like reality.

A simulation game may be comprised of all-men, man-computer, or all-computer operation. It will give you a selective representation of reality, It contains only those elements of reality that the designer deems relevant to his purpose.

Career development programs have been very successful in simulating production lines and various other job conditions. One schoolroom set up a package wrapping experience.

Perhaps you can come the closest to achieving real career understandings with this approach.

A. Mini-simulation

Try mini-simulation first. Then move to the more complex. One mini-simulation of a production line might be to provide two groups the same task set of cards, some which are green, some white. Provide a stapler to one table of workers, and a cord and punch to the others. Instructions should be that the first group finished with two groups of ten sets of cards each, wins. One set of ten should be made up of white, green, white, green. Another set of which should be green, white, green, white. The first one finished assembling both sets of 10 is the winner.

Children should be solicited as to the generalizations they feel that they have learned. One would be regarding the fact that a group with a chosen leader performs with the most skill. Another would be that of an assembly line technique. Another would be that using a stapler in place of cord and a punched hole speeds up the line through using more modernized equipment.

B. Maxi-simulation

Make a list of business and kinds of work in your community. Have the children help. Then have them choose their business or kind of work. Give each child ten $1 bills. Discover the "community wealth" by adding by 10's (If you have 31 children, your "community wealth" is $310.)

Either make or acquire old checkbooks from the bank. If you make them, do so by stapling duplicated forms between paper covers. Copy examples of real checkbooks at the bank you visit. (The bankers will show you at the teller cage if you ask.)

City property taxes may be collected in a box by the mock "City Treasurer" who gets it from the "City Assessor's Office" who states on a slip of paper how much each person must pay. Your citizens can write checks according to a chalkboard model and subtract the amount from original deposits.

Develop the business as realistically as possible. Put instructions on your bulletin or chalkboard for several citizens to but certain things or seek certain services. Let everyone watch the transactions. (Push the desks to the side and sit in chairs around a theatrical type round stage.)

You could set up a barber shop, a dental office, city offices and a grocery store. If a child wants to get a hair-cut, you will need to have a make-believe barber to role play his part. For a dental checkup, you will need a dental assistant.

See to it that every child has two or three experiences. Keep guiding children to make checkbook adjustments. Your children will notice that sellers have more money and buyers less money.

In time your aspiring carpenters may wish to construct a cardboard town so that buildings are available for the business and perhaps professional people. Think of the opportunities for measurement.

City workers (librarians, teachers, firemen, trash collectors and policemen) are paid from the city's tax fund. The treasurer or the school business manager, as you desire, makes the check, but the money must come from the treasurer's box.

OCCUPATIONAL MOBILE - (3 dimensions!)

1. Have students draw a picture of a worker.
2. Paint it with tempera paint putting in the details.
3. Using a double sheet, cut out the painted figure. The other figure will be used for the worker's back
4. Paint the second figure to show the back of the worker. When the back is dry, start stapling and stuffing the feet working up to the head portion.
5. To complete mobile, smaller figures of related occupations or tools and dquipment used by the worker may be made in the same manner to balance the mobile.
6. Attach the dowel sticks or heavy wire and hang object.

GENERAL ACTIVITIES

12. Develop a chart or bulletin board depicting family occupations other than that of the father.

13. Pantomine work that each member of the family does and let children guess who that family member is.

14. Build a card file on occupational topics that may be found in textbooks, library materials, periodicals, pamphlets, yearbooks and almanacs.

15. On a bulletin board make a "Job Tree." This "Job Tree" may be used to depict: 1) an individual family tree including grandparents' jobs. Each student would take a copy of the "Job Tree" home to be filled in by parents. 2) a class "Job Tree" showing occupations of parents. 3) a "Job Cluster Tree" illustrating the occupations in a job cluster.

16. After survey of parents through letters from school to find out occupations, special talents, and hobbies, invite parents to demonstrate or discuss their special talents or skills.

17. Keep a log of activities for each occupation.

18. Make a collection of pictures that illustrate wants and needs. Have the student categorize whether the illustration is a want or need.

19. Sing songs or recite poems that concern various types of occupations.

20. Use the Dictionary of Occupational Titles at the elementary school level to interest students in studying occupations and discovering that some occupations have nicknames such as grease monkey--mechanic; head shrinker--psychiatrist; strawboss--supervisor.

21. Have children make riddles about the work of family members.

22. Have children volunteer for classroom chores and have each do a self-evaluation of how well he has done his job.

23. Draw pictures: How I Help at Home; How I Help in School; How Else Can I Help at Home?; How Else Can I Help at School?

GENERAL ACTIVITIES

24. Have children complete occupational crossword puzzles.

25. Have students play games offering a controlled decision-making experience, such as checkers, chess or other popular games appropriate to their developmental level.

26. Help students to develop and maintain an "All About Me" folder.

NOTES

RESOURCES

PEOPLE

An important concept emerging from the World of Work is that occupational education is needed by everyone. If schools are to be relevant, they must provide preparation through the World of Work as an integral part of the curriculum from kindergarten through post-high school years.

An abundance of wealth is available by using the talents of parents. At the beginning of the school year, a letter should be sent to the parents of each child. The letter should briefly inform them of several broad goals concerning the World of Work. Along with this letter, send a parent's questionnaire. (A sample form is provided in this section.) Responses should provide pertinent information in choosing resource people.

When the forms are returned to the school, start a resource file by categorizing information according to jobs or interests. This file would be a helpful tool for your classroom or your team.

Establishing a resource file at the school level would also be helpful. This could be housed in the library. After teachers record the information for their files, the parent's questionnaires could be collected by the administration. A school resource file could then be established by librarians, secretaries, or capable students.

These files should be helpful in supplying vital information on resource people throughout the school year. If, however, there is an area not covered in the school's file, all base information offices have a list of speakers.

Make the Initial Contact

Send a letter to the resource person stating the area of interest and request his services. Upon acceptance, the teacher should set up a conference period to obtain pertinent background information. This information could include special training and interests leading to the speaker's choice of career. An interesting variation would be to have a child present at the conference so he could make the indroduction of the speaker to the class.

At the same time, the teacher should present guidelines as follows:

a. time of day and location
b. length of time
c. age, type and number of students
d. equipment
e. subjects to cover
f. audio-visual aids
g. bring tactile materials
h. questions children would like answered

Student Preparation

In order to have an effective learning experience, your students should be prepared for the presentation. If you have invited a speaker as motivation for a study, give the students some general information concerning this person's field. Discuss questions that students wish to have answered. Organize these to avoid repetition. If the question and answer period lags, the teacher should ask questions that have not been covered.

Thank You is Important

Thank-you notes can be written by the children and sent to the person who has been helpful. A letter of appreciation from the teacher should be written on school stationery and sent to the Commanding Officer. At the end of the year, the class could hold a party or assembly for these resource people to show their appreciation. All of these expressions of gratitude foster good public relations for the World of Work program.

Meet the Workers

An interesting way to utilize several resource people at the same time is through a "Meet the Press" activity. A number of guests representing different occupations are invited to serve as a panel. Students are given the opportunity in advance to write questions. One person is the narrator, directing questions to individuals on the panel. Students are the audience.

Chaplains representing different faiths form a panel. This would be conducted the same way as the panel representing different occupations.

A "World of Work Day" provides personal contact for students. Using one hundred fifty students as an example, invite fifteen guests representing occupations of interest to the students such as a psychologist, surgical nurse, secretary, host nation specialist, photographer, locksmith, model and a

meteorologist. These people should bring items used in their work for students to see, touch, hear and examine. Divide the students by groups of ten and assign each group a letter. Arrange resource people at fifteen numbered stations in a large room. Have ten chairs at each station. As the students arrive, have group "A" seated at station number one, group "B" at station number two and proceed until all students are seated. One student should then introduce the resource guests. After introductions, instructions are given for the groups to advance one station each time a bell is heard. A bell is then sounded at ten minute intervals. By the end of one hundred fifty minutes, each student has visited all the stations. This could be modified for use with younger students.

Suggested Resources

1. EOD-Explosive Ordinance Disposal
2. Jungle Survival
3. First Aid
4. Cowboy
5. Pilot
6. Locksmith
7. Electrician
8. Plumber
9. Research Psychologist
10. Draftsman
11. Trick rodeo rider
12. Surgical nurse
13. Radio operator
14. Computer operator
15. Aerospace medicine
16. Bookkeeper/Comptometer operator
17. Librarian
18. Oceanarium
19. Architect
20. Lawyer
21. Oceanography
22. Scuba diver
23. Code Expert
24. Chinese language expert
25. Veterinarian
26. Meteorologist
27. Aircraft
28. Foreign Services
29. Public health
30. Stewardess
31. Secretary
32. Technical representative
33. Medicine
34. Choir director
35. Beautician
36. Microbiologist
37. Aviation
38. Far Eastern Affairs
39. Dairy
40. Water plant
41. Public speaking
42. Mailman
43. Sentry dogs and trainers
44. Sugar refinery

Dear Parents,

WOW! We hope you will be hearing this expression from your child many times during this school year. Yes, W.O.W. is what we hope will be occupying his time, efforts, and interests both here at school and at home. In short, your child's first "adventure in learning" of the school year will revolve around the World of Work. It is an exciting area, one which the children are already eager to explore.

There are several broad but vitally important goals we have in mind in choosing such a topic for study. Briefly, we intend to:

1. increase your child's awareness of man; occupations found in our society
2. investigate some occupations in greater depth, including training, duties, and working conditions, while stressing that kind of work
3. help you child develop positive attitudes toward himself, others and work, at the same time helping him to understand how important interests and abilities are in selecting a job
4. help you child understand the importance of interdependence and cooperation in our society
5. show the part school plays in preparation for life.

There are many ideas that are already tumbling forth in the form of field trips, demonstrations, and speakers, but our chief source of inspiration we hope will come from you, the parents. We are asking for specific help, now that we know the direction our first unit is taking. We are anticipating the many ways you may be able to help make this study one that is relevant and meaninful for your child.

Will you please give some thought to the questions on the accompanying form, and have your child return it to school as soon as possible.

Thank you for your cooperation.

Sincerely,

WORLD OF WORK QUESTIONNAIRE
(for both parents)

1. Please list the various occupations you have been involved with in the past, or at the present time. (Be as specific as possible. Include every job, be it doctor, lawyer, cashier, beauty operator, etc.)

2. Would you be willing to speak or give a demonstration to small groups of children who may exhibit an interest in a particular job experience you may have had? (Explain here any particulars you may think pertinent.)

3. Please list your hobbies.

4. Do you have any ideas as to experiences, materials, or resource persons, which may be relevant to our program?

Parent's signature _____

Child's name _____

Child's homeroom _____

MEDIA CENTER

Each school's educational media center plays a vital role in the WOW program. This center is the key resource for acquiring necessary materials. Efficient scheduling of materials for use in the classrooms is important.

The media specialist gathers materials, advises teachers on effective utilization, keeps the school's file of speakers, includes a WOW section in the vertical file, and sets up a career corner.

In the educational media center, children can gain valuable work experience: checking materials in or out, shelving, updating files, operating audio-visual machinery, and picking up or delivering materials.

The following pages contain lists of children's books, films, filmstrips, records, free materials and a miscellaneous section. This list is far from complete. This is just a guideline of types of materials that are available for the World of Work. Each person can add to this list from their library, media center or any other sources.

Teachers should seek the assistance of the Educational Media Specialist in your school to ascertain which materials are available.

CHILDREN'S BOOKS

AUTHOR	BOOK TITLE	PUBLISHER CODE REF. TO PUB. LIST
Abel, R.	The New Sitter	39
Ackley, Edith	Dolls To Make For Fun And Profit	29
Adamson, H. C.	Keepers Of The Lights	8
Adler, Irving	The Story Of A Nail	10
Agle, Nan	Three Boys And A Mine	51
	Three Boys And A Tugboat	44
Allee, V.	About The Vegetables On Your Plate	35
American Heritage	America In Space	3
Archebold, J.	Aviation Cadet	34
Bannon, Laura	Best House In The World	
	Hawaiian Coffee Picker	
	Patty Paints A Picture	51
Barr, Jene	What Can Money Do?	
	Mr. Zip And The U. S. Mail	
	Dan The Weatherman	
	Ben's Busy Service Station	
	Busy Office, Busy People	
	Good Morning Teacher	
	Fire Snorkel No. 7	
	Miss Terry At The Library	51
Bartlett, Margaret	Rock All Around	9
Bate, Norman	Who Built The Bridge?	
	Who Built The Highway?	44
Beim, Jerrold	Two Is A Team	
	Country Garage	
	Country Mailman	
	Tim And The Tool Chest	
	Country Fireman	37

AUTHOR	BOOK TITLE	PUBLISHER CODE REF. TO PUB. LIST
Bemelmans, L.	Madeline And The Gypsies	47
Berger, Knute	Visit To The Doctor	18
Berry, Barbara	Let'em Buck The Rodeo	5
Blough, G. O.	Lookout For Forests	33
Block, M.	Tunnels	9
Bolian, Polly	I Know A House Builder	40
Boreman, Jean	Bantie And Her Chicks	35
Botter, D.	Politicians And What They Do	50
Bradley, Duane	Engineers Did It	29
Brankey, Franklyn	Book Of Astronauts For You Book Of Rockets For You	51
Braude, Michael	Bruce Learns A Lesson About Life Insurance Danny Graham, Banker Shelby Goes To Wall Street Chad Learns About Naval Aviation Andy Learns About Advertising	12
Bridges	Zoo Doctor	37
Britten, B.	The Wonderful World Of Music	14
Brownstone, Cecily	All Kinds Of Mothers	34
Buehheimer, Norma	I Know A Teacher	40
Buehr, Walter	Meat From Ranch To Table Trucks And Trucking The Margin Of Paper	40
Burland, C.	Adventures In Archeology	49

AUTHOR	BOOK TITLE	PUBLISHER CODE REF. TO PUB. LIST
Burton, V.	Mike Mulligan And His Steam Shovel	26
Butterworth, W. E.	Road Racer	18
Calder, P.	The Wonderful World Of Medicine	14
Carlson, B. W.	Act It Out	2
Chace, Haile	About The Captain Of The Ship	35
Chapin, Cynthin	Wings And Wheels Squad Car 55 News Travels	51
Clark, A.	In My Mother's House	47
Coggins, Jack	Hydrospace: Frontier Beneath The Sea Nets Overboard	13
Colby, Carroll B.	FBI - The G-mans Weapons, Tactics for Combating Crime Special Forces, The U. S. Army's Experts In Unconventional Warfare SAC - Men And Machines Of Our Strategic Air Command Air Force Academy Our Space Age Navy Annapolis, Cadets, Training and Equipment Danger Fighters: Man And Ships Of The U. S. Coast Guard Navy's Underseas Fighters Leatherneck: The Training, Weapons And Equipment Of The U. S. Marine Corps. Smoke Eaters Secret Service - History, Duties And Equipment Park Ranger Fish And Wildlife Service Trucks On The Highway Soil Savers Police: The Work, Equipment And Training Of Our Finest Space Age Jets, Our Earth Movers West Point - Cadets, Training and Equipment	9

AUTHOR	BOOK TITLE	PUBLISHER CODE REF. TO PUB. CODE
Collier, Ethel	I Know A Farm	43
Coombs	Aerospace Pilot	37
Cooke, David	How Books Are Made How Superhighways Are Made Behind The Scenes Of Motion Pictures Racing Cars That Make History	13
Cosgrove, M.	Your Hospital: A Modern Miracle	13
Coy, Harold	Doctors And What They Do	50
Credle, Ellis	Down, Down The Mountain	38
Curren, Polly	This Is A Town	16
Daniel, Anita	Story About Albert Schweitzer	41
Dean, Lucille	At The Dry Cleaners	35
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The Potential of Vocational Education: Observation and Conclusions
The Institute for Research on Human Resources
The Pennsylvania State University
University Park, Pennsylvania $2.00

Third Annual Report of the National Advisory
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Room 5022
7th and D Streets, S.W.
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Also, use these addresses to send away for their catalogs.

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Write Lee Laws for information on her Elementary Guide for Career Development: K-6., 2104 Falcon Hill Drive, Austin, Texas.

Write Robert M. Worthington, Assistant Commissioner of Education, Division of Vocational Education, State Department of Education, 225 West State Street, Trenton, New Jersey 08625, for information on Career Development programs operating at the elementary school level. Mention the Hanckensack School District Exemplary Report from the Ninth Ohio Elementary Guidance Conference, entitled: Earlier Guidance Opportunities: Priorities for the 1970's.

Write: Division of Guidance and Testing, State Department of Education, 751 Northwest Blvd., Columbus, Ohio 43212

Baltimore City and Baltimore County Public Schools are engaged in programs which attempt to relate the World of Work to subject matter content in the elementary schools. Write: The Division of Guidance & Placement, Baltimore City Public Schools, Charles Street, Baltimore, Maryland.

For their Guidance Newsletter and other materials Write: Mr. Don McBrien, Supervisor of Guidance, Baltimore County Schools, Towson, Maryland.

Activity Packet for Elementary School Teachers (Related to Career Exploration). Write the Elm Street Elementary School in Frederick, Maryland, for a review of their curriculum enrichment program employing career exploration activities planned by an Industrial Arts Teacher and a special consultant.

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Fred Meets A Bank - 11 min.
George's New Suit (Where Clothing Comes From) - 10 min.
Helpers In Our Community (1958) - 10 min.
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Let's Visit A Poultry Farm (1955) - 11 min.
Letter To Grandmother - 19 min.
Life In A Coal Mining Town - 11 min.
Life On A Sheep Farm (1955) - 10 min.
Life On A Cattle Ranch (1955) - 10 min.
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One Day On The Farm (1955) - 11 min.
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Our Family Works Together - 10 min.
Our Teacher - 10 min.

Paper And Pulp Making (1955) - 10 min.
Paper Making - 22 min.
Rubber In Today's World - 11 min.
Stores In Our Community (1954)
Story Of Citrus Fruits - 11 min.
Transportation In The Modern World - 11 min.
Treasures Of The Forest (1959) - 13 min.
What Our Town Does For Us - 11 min.
Where Does Our Food Come From - 10 min.
Where Does Our Meat Come From - 11 min.
Where Do Our Letters Go - The Postal System - 10 min.
Your Family - 11 min.

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Our Home Series - 40-50 frames
Our Neighborhood Stores (1954)
Our Neighborhood Helpers Series (1958) 30-45 frames
Our Poultry Farm (1958)- 33 frames
Patterns Of Behavior (9 filmstrips)
Regional Study Series - 40-50 frames
School Helpers (1959) 35 frames
Some Neighborhood Helpers Series (1958) 30-45 frames
The American Farmer And Our Food Supply Series - 50-60 frames
The Story Of Building A House - 40-60 frames
The Story Of Communication - 40-50 frames
The Story Of Transportation - 40 frames
Trips Here And There Series (1954) - 25-40 frames
Weathermen At Work (1958) - 36 frames
Welfare (Set is $42.50)
Where Our Daddies Work - 35 frames
Workers For The Public

GUIDANCE ASSOCIATES

Babysitting: The Job - The Kids ($35.00)
First Things (Sound filmstrips for Primary years)

INTERNATIONAL VISUAL EDUCATIONAL SERVICE, INC.

Our Land: It's Story - 30-35 frames
True Book Filmstrips of Social Studies (1961)- 30-35 frames

JAM HARDY ORGANIZATION

Art Of Giving - 66 frames
Community Worker Series (1956) - 26-30 frames
Living And Working Together (Set of 4, $6.00 each)

LONG FILM SLIDE SERVICE

City Series (1961) 30-33 frames
Family Shelter Service - 30-36 frames
My Daddy Is A . . . . . Series (1957) 30-33 frames
Our Community Helpers - 30-33 frames

McCLINTOCK PRODUCERS

Health Series (1951) - 50 frames

McGRAW-HILL

Community Helpers Series
Growing Up Stories
Science (Set of 6, $36.50)
Skyscrapers
There's Nobody Just Like You ($8.50)

PAT DOWLING PICTURES

Ocean Freighter Series (1952) 37-50 frames

POPULAR SCIENCE FILMSTRIPS

Career Opportunities
Food, Clothing, Shelter Series - 40 frames
Living Together In The U. S. A. - 40-43 frames
Project Apollo And Beyond - (Set of 2, $11.00)
The Meaning Of Work

ROA FILMS

Community Helpers (Set of 6, $48.00)
Community Workers And Helpers Series (Set of 5, $7.50)
Game Of Might Have Been - ($6.50)
Getting To Know Me Series (Set of 4, $8.00 each)
Learning To Live Together Series (Set of 5, $6.50)
Robert Goes Shopping ($7.00)
The Adventures Of The Lollipop Dragon L106-SAR (6 filmstrips ; 3 records)
True Book Community Helpers (Set of 6, $6.00 each)
Working In The U. S. Community Series (Set of 4, $7.00 each)

SCIENCE RESEARCH ASSOCIATES

Foundations For Occupational Planning (Set of 5)

SOCIETY FOR VISUAL EDUCATION

Coal: Source Of Power, Energy, Light And Heat - 43 frames
Community Helpers Series - 29-38 frames
Developing Basic Values Series - (Set of 3)
Foundations For Occupational Planning - 50-60 frames
Fun On Wheels (2 records & 4 filmstrips)
How We Get Our Clothing Series - 30-35 frames
How We Get Our Food Series - 41-46 frames
How We Get Our Homes - 29-32 frames
Living Together Series - 29-32 frames
Regions Of The United States Series - 50-60 frames
The Story Of How Apples Grow (1961) - 31 frames
The Story Of Steel (1961) - 28 frames
Working Together In The Family

STANLEY BOWMAN COMPANY, INC.

A Loaf Of Bread - 30 frames
Milk We Drink - 35 frames
Visit To A Shopping Center (1960)

STERLING

Circus Wakes Up - 9 min.

VISUAL EDUCATION CONSULTANTS, INC.

Hawaii - 30-35 frames
Is Farming For Me? (1954) - 38 frames
Supply A City With Fresh Produce (1958) - 27 frames
Where People Live And Work (1954) - 60 frames
Why Do People Work (1954) - 23 frames

WILLIAM P. GOTTLIEB COMPANY

Food
Good Manners
Home Community, The
Life On The Farm

YOUNG AMERICA FILMSTRIPS

Community Helpers - 40-45 frames
Experiences In Living Series - 32 frames
Farm And City Series - 38 frames
School Helper Series (1957) 37-40 frames
Ships And Harbors Series (1949)
Strictly Business (1956) - 40 frames
Transportation And Communication Series - 40-44 frames
United States: It's Geography Series - 45-50 frames

OCCUPATIONAL RECORDINGS

BLUEBIRD RECORDS

Around the Block, Around the World
Busy Policeman Joe and Tall Fireman Paul

BOWMAR RECORDS, INC.

Songs of Home, Neighborhood and Community

CAPITOL RECORDS, INC.

Little Toot
Rusty in Orchestraville

CHILDREN'S RECORD GUILD

Building A House
Daddy Comes Home
Fog Boat Story
Grandfather's Farm
I Am A Circus
I Wish I Were
Let's Be Firemen
Let's Help Mommy
Mr. Grump and the Dingle School Band
Ship Ahoy
Train To The Farm
Train To The Ranch
Train To The Zoo
The Milk's Story
Working On The Railroad

EDUCATIONAL RECORD SALES (Footnotes to Decisions Series - $35.00)

Let's Visit Congress ($4.98)
Let's Visit the Supreme Court ($4.98)
Let's Visit the White House ($4.98)
Living With Others - Citizenship ($17.50)
I Believe ($4.98)
Spotlight on People
Teaching Children Values ($5.95)

GOLDEN CHILDREN'S RECORDS

Golden Treasury of 16 Train Songs

PHOEBE JAMES RHYTHM RECORDS

Branding Cattle: La Costilla
Story of Lumber
Story of Pineapple
Story of Sugar
Trains

RCA RECORD DIVISION

The Little Engine That Could

RHYTHM TIME RECORDS

The Farm

RIVERSIDE RECORDS

Songs For Little Cowboys

YOUNG PEOPLE'S RECORDS

Animal Supermarket
Around The World
Building A City
Cap, Spike and Salty Sam (Three Little Sailors)
Chugging Freight Engine
Circus Comes To Town
Let's Be Policemen
Let's Go To A Rodeo
Little Cowboy
Little Cowgirl
Little Fireman
Men Who Come To Our House
Muffin In The City
Muffin In The Country
Singing In The Kitchen
Timber-r-r
Three Little Trains
Trains and Planes
What The Lighthouse Sees
When I Grow Up
Who Wants A Ride

OCCUPATIONAL SONGS BY INDUSTRY

The following elementary music textbooks have been used in compiling lists of songs about occupations and occupational life.

This is Music. Allyn and Bacon, 41 Mount Vernon St., Boston 8, Mass. (A&B)

Music for Young Americans. American Book Company, 55 Fifth Ave., New York, N. Y. 10003 (A)

This is Music, Allyn & Bacon, Inc., 470 Atlantic Ave., Boston, Mass. 02110 (A&B)

Together We Sing. Follett Publishing Company, 1000 W. Washington Blvd., Chicago, Ill. 60607 (F)

Our Singing World. Ginn and Company, Statler Bldg., 125 Second Avenue, Boston, Mass. 02154 (G)

New Music Horizons. Silver Burdett Company, Park Ave. and Columbia Road, Morristown, N. J. 07960 (SB)

a) The first number preceding the letter indicates the grade level of the music book series from which the song has been selected.

b) The second part of the code, the capital letter or letters, indicates the publisher of the book.

c) The third part of the code - the number that follows the capital letter or letters - indicates the page in the book where the song is found. Thus 4 A 191 - the code for "Come Along to the Cornfield," the first song listed - means the reader should refer to Book 4 of the American Book Company Series Music For Young Americans, where the song will be found on page 191.

AGRICULTURE

Come Along to the Cornfield	4	A	191
Cotton Needs a Picking	4	A	180
Driving the Tractor	2	F	23
Farmer, The	2	F	106

Farmer, The	2	SB	106
Farmer Boy, The	4	F	82
Heave That Cotton	4	A	190
Home on the Range	4	SB	83
I Wish I Were A Farmer	1	A & B	79
Living on a Farm	2	A & B	116
My Farm	3	F	117
My Farm	3	SB	42-43
Peanut Picking Song	5	SB	68-69
Rich Harvest	4	SB	13
Sheepshearing	3	SB	44
Tiller, The	5	F	105
Tilling the Soil	6	SB	125
Tractor, The	4	F	64-65
Wheatfields	5	SB	71
COMMUNICATION			
Telephone Song	1	A	13
CONSTRUCTION			
Big Machines	1	SB	8
Builders at Work	2	F	30
Building a House	3	A	63
Carpenter, The	1	A	30
Carpenter, The	3	SB	63
Carpenters	2	F	36

Carpenters	2	SB	68
Let's Build a Town	2	A&B	107
Steam Shovel	K	A	26
Steam Shovel, The	2	F	37

FINANCE, INSURANCE, REAL ESTATE

None listed

FISHERIES

Fishing Boats	5	SB	56-57
Food From the Sea	2	SB	23
Paer Nelson, the Fisherman	4	F	12

FORESTRY

Lumberjack's Song, The	6	A	111
Lumberman's Alphabet	5	SB	50-51
Lumberman's Song	5	SB	52-53

GOVERNMENT

Fire, Mister Fireman	2	A	29
Fire Station, The	2	A	30
Fire Truck Song	K	A	24
Fireman, The	2	G	67
Here Comes the Postman	2	SB	26
If I Were a Sailor	5	A	94
Policeman, The	3	SB	46
Postman, The	3	A	23

Postman, The	1	A&B	73
Postman, The	2	G	65
Sailor, The	7	SB	222
Traffic Policeman, The	1	A	32
MANUFACTURING			
Where Bread Comes From	3	SB	60
MINING			
Down in a Coal Mine	5	SB	62-63
SERVICES			
At the Barber Shop	1	A&B	75
Baker, The	1	A	28
Bakerman, The	1	SB	35
Delivery Boy, The	K	A	35
Dentist, The	1	A	29
Department Store Elevator	2	A	16
Druggist, The	1	A	29
Gas Station, The	1	A	27
Gas Station Man, The	2	F	35
Ice Cream Man	2	G	64
Laundryman, The	K	A	28
Milkman, The	1	A	23
Milkman, The	1	SB	29
Oil Station Man, The	3	G	52
Paper Boy	1	A	33
School Nurse, The	1	A	9

Service Station, The 2 A 32

OCCUPATIONAL RECORDINGS BY INDUSTRY

Recordings of an occupational nature are classified by industry. There is no division between materials for the early and later elementary school levels. The publisher is indicated by code number at the end of each listing. For an interpretation of the code and the address of the publishers, refer to the end of the section.

AGRICULTURE

Branding Cattle: La Costilla. Creative rhythms plus a Mexican folk dance can serve as supplement to study about the branding of cattle (PJR)

The Farm. Two different records with this title tell about galloping ponies, slow moving cows, and activities found on the typical farm, such as feeding chickens and hanging up the washing. (RTR)

Grandfather's Farm. A family plans a trip to Grandfather's farm. (CRG)

Let's Go to a Rodeo. A song and story presentation of the activities of the rodeo. (YPR)

Little Cowgirl. Song makes reference to Busting bronchos and rounding up cows. (YPR)

Little Cowboy. Story of the experiences of two cowboys. Hank and Tex. (YPR)

Story of Pineapple. The planting and harvesting of pineapple crop is told by song and rhythm. (PJR)

Story of Sugar. The planting, irrigating, cultivating, and harvesting of sugar is told through music and songs.

COMMUNICATION

None listed.

CONSTRUCTION

Building a City. Songs tell about building trade workers such as the carpenter, the painter, and the bricklayer. (YPR)

Building a House. A song and a story introduce children to the processes involved in building a house. (CRG)

FINANCE, INSURANCE, REAL ESTATE

None listed.

FISHERIES

Cap, Spike, and Salty Sam (Three Little Sailors). The story provides an opportunity for listeners to steer the ship, haul up the anchor, and engage in other kinds of shipboard activities. (YPR)

What the Lighthouse Sees. Has songs, about the tugboat, the ferryboat, and the lighthouse keeper. (YPR)

FORESTRY

Story of Lumber. By means of song and rhythm the story of lumber is told, including the notching and sawing of trees, the chopping of branches, and other activities at a log jam and sawmill (PJR)

Timber-r-r. Tells the story of the logging industry. (YPR)

GOVERNMENT

Busy Policeman Joe and Tall Fireman Paul. Songs are sung and stories are told about exciting times in the lives of these community workers. (BLu)

Let's Be Firemen. Tells about fire engines and firemen. Has sound effects. (CRG)

Let's Be Policemen. Gives children a chance to participate in the actions of this community helper. (YPR)

Little Fireman. Relates song-and-story material about firemen and fire engines. (YPR)

MANUFACTURING

The Milk's Journey. Story and songs describe the story of milk (taken from the Here and Now Story by Lucy Sprague Mitchell) (CRG)

SERVICES

Circus Comes to Town. Songs and stories tell about the fat man, the jugglers, the clowns, and others. (YPR)

I Am A Circus. In this recording, children take parts of members of a circus. (CRG)

Mr. Grump and the Dingle School Band. Tells story of a band-master forming his school band. (CRG)

Rusty in Orchestraville. The instruments talk while Rusty plays. (Cap)

TRANSPORTATION

Around the World. Words and music tell about various types of travel - by elephant, ocean liner, dog sled, etc. (YPR)

Chugging Freight Engine. Listener plays the role of an engine, a freight train, a horse pulling a load, and the like. (YPR)

Fog Boat Story. Tells the story of two children who go to the harbor, learn about boats, and hear waterfront sounds. (CRG)

Golden Treasury of 16 Train Songs. This a compilation of 16 songs about trains. (GCR)

The Little Engine That Could. Tells story of the same name. Has sound effects. (RCA)

Little Toot. This is the story about the talking tugboat. (Cap)

Ship Ahoy. Tells a story about sailing boats and ships. (CRG)

Three Little Trains. Relates a funny story about three trains. (YPR)

Train to the Farm. A musical excursion gives children an opportunity to participate in farm activities. (CRG)

Train to the Ranch. Provides children with an exciting trip to the ranch.

Train to the Zoo. Children enjoy musical ride in the zoo train. (CRG)

Trains. Describes unloading and loading of a train and servicing of an engine. (PJR)

Trains and Planes. For use with a unit on transportation. (YPR)

Who Wants a Ride? Has songs about a hayride and rides on a tugboat, pony, and red wagon. (YPR)

Working on the Railroad, Gives description of the railroad system. (CRG)

WHOLESALE AND RETAIL TRADE

Animal Supermarket. Helps children learn about supermarket. (YPR)

GENERAL

Around the Block, Around the World. Child meets people of various nationalities. (Blu)

Daddy Comes Home. Can be used to start a discussion about home and family life. (CRG)

I Wish I Were. Children imagine what they would like to be when they grow up. (CRG)

Let's Help Mommy. Helps youngsters see the activities performed each day by their mothers. (CRG)

Men Who Come to Our House. Songs about helpful visitors. (YPR)

Muffin in the City. (taken from the Noisy Book) Sounds of city are heard by dog with bandage over his eyes. (YOR)

Muffin in the Country. (taken from The Country Noisy Book) Dog hears country sounds. (YPR)

Singing in the Kitchen. Has songs about kitchen activities as children play at being grownups. (YPR)

Songs of Home, Neighborhood and Community. Has songs about the milkman, farmer, postman, policeman, and other workers. (Bow)

When I Grow Up. A story and song tells about such workers as railroad, engineer, ballet dancer, farmer, and inventor, (YPR)

KEY TO ABBREVIATIONS OF RECORD PRODUCERS AND DISTRIBUTORS

Blu
Bluebird Records, 155 E. 24th St., New York, N. Y. 10010

Bow
Bowmar Records, Inc., 4921 Santa Monica Blvd., Los Angeles, California 90029

Cap
Capitol Records, Inc., 1750 N. Vine St., Hollywood, Calif. 90028

CRG
Chilren's Record Guild, 100 Sixth Ave., New York, N. Y. 10013

GCR
Golden Children's Records, c/o A. A. Records, Inc., 250 W. 57th Street, New York, N. Y. 10019

PJR
Phoebe James Rhythm Records, Inc., Box 904, Mentone, Calif. 92359

RCA
RCA Record Division, 155 E. 24th Street, New York, N. Y. 10010

Riv
Riverside Records, 235 W. 46th Street, New York, N. Y. 10036

RTR
Rhythm Time Records, Box 1106, Santa Barbara, Calif. 93102

YPR
Young Peoples's Records, 100 Sixth Avenue, New York, N. Y. 10013

CATALOGS OF ADDITIONAL AUDIO-VISUAL MATERIAL

Audio Visual Catalog
W. S. Freeman, ed. Materials for Learning, Inc.
1376 Concey Island Avenue
Brooklyn, New York 11230 25¢

Blue Book of Audio-Visual Materials
Educational Screen
2000 Lincoln Park West
Chicago, Illinois 60614 $2.00

Catalogue of Educational Films
Visual Aids Service
University of Illinois
Champaign, Illinois

Classroom Teacher's Guide to Audio-Visual Material
Chilton Books
525 Locust Street
Philadelphia, Pa. 19106

A Directory of 16 mm. Film Libraries
Office of Education Bulletin 1958 #12
Government Printing Office
Washington, D. C. 20402 $1.00

Educational Television Motion Pictures
NET Film Service
Indiana University
Bloominton, Indiana

Educators Guide to Free Films
Educators Progress Service
Randolph, Wisconsin $9.00

Educators Guide to Free Filmstrips
Educators Progress Service
Randolph, Wisconsin $6.00

Educators Guide To Free Tapes, Scripts, and Transcriptions
Educators Progress Service
Randolph, Wisconsin $5.75

Filmstrip-of-the-Month Club
255 Lexington Avenue
New York, New York 10017
($33.00 for 9 filmstrips sent on a subscription basis, one a month.)

A Guide to Film Services of National Associations
Film Council of America
600 Davis Street
Evanston, Illinois $2.00

Guides to Newer Educational Media: Films, Filmstrips, Phonorecords, Radio, Slides, and Television
American Library Association
50 E. Huron Street
Chicago, Illinois 60611 $1.50

Ideal Pictures Educational Film Catalog
Ideal Pictures, Inc.
58 E. South Water Street
Chicago, Illinois 60611

National Tape Recording Catalog: 1962-63
Department of Audio-Visual Instruction
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036 $1.50

U. S. Educational, Scientific and Cultural Motion Pictures and Filmstrips
Education Section
U. S. Information Agency
Washington, D. C.

U. S. Government Films for Public Educational Use
U. S. Office of Education Circular No. 665
Government Printing Office
Washington, D. C. 20402 $2.75

ADDRESSES OF PRODUCERS AND DISTRIBUTORS

Academy Films
748 North Seward Street
Hollywood, California 90038

American Can Company
100 Park Avenue
New York, New York 10017

American Dairy Association
20 North Wasker Drive
Chicago, Illinois 60606

American Forest Products Industries, Inc.
1835 K. Street N. W.
Washington, D. C. 20006

American Guidance Services, Inc.
Publishers Building
Circle Pines, Minnesota 55014

American Petroleum Institute
1271 Avenue of the Americas
New York, New York 10020

Aspect IV
Educational Film Company
21 Charles Street
Westport, Connecticut 06880

Association of American Railroads
Transportation Building,
Washington, D. C. 20000

Bailey Films, Inc.
6509 DeLongpre Avenue
Hollywood, California 90028

B. F. Goodrich Company (Free booklets)
Akron, Ohio

B. F. A. Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

Bluebirds Records
155 East 24th Street
New York, New York

Broadcasting and Film Commission
475 Riverside Drive
New York, New York 10004

Capitol Records, Inc.
1750 Vine Street
Hollywood, California 90028

Careers, Inc.
Box 135
Largo, Florida

Carlton Films
2870 Bartells Drive
Beloit, Wisconsin 53511

Centron Educational Films
1621 West 9th Street
Lawrence, Kansas 66044

Children's Record Guild
100 Sixth Avenue
New York, New York 10019

Churchill Films
Suite 1520
6671 Sunset Blvd.
Los Angeles, Cal-fornia

Churchill-Wexler Film Products
801 North Seward Street
Los Angeles, California 90038

Coast Visual Education Company
5620 Hollywood Blvd.
Hollywood, California 90028

Coronet Instructional Films
65 East South Water Street
Chicago, Illinois 60601

Curriculum Materials Corporation
1319 Vine Street
Philadelphia, Pennsylvania

Denoyer-Geppert Times Mirror
5235 Ravenswood Avenue
Chicago, Illinois 60640

Eastman Kodak Company
Audio-Visual Service
343 State Street
Rochester, New York 14650

Educational Horizons
3015 Dolores Street
Los Angeles, CAlifornia 90065

Educational Reading Service
320 Route 17
Mohawk, New Jersey 07430

Educational Record Sales
157 Chambers Street
New York, New York 10007

Edu-Craft, Inc.
6475 DuBois
Detroit, Michigan 48120

Encyclopedia Britannica Films, Inc.
425 North Michigan Avenue
Chicago, Illinois 60611

Estes Industries, Inc.
Penrose, Colorado 81240

Eye Gate House, Inc.
145-01 Archer Avenue
Jamaica, New York 11435

Farmers and Manufacturers Beet Sugar Association
507 Second National Bank Building
Saginaw, Michigan 48605

Fass-Levy Films
1320 Quebec Street
Denver, Colorado 80220

Film Associates, Inc.
4600 South Dixie Highway
Dayton, Ohio 45439

Film Associates of California
11559 Santa Monica Blvd.
Los Angeles, California 90025

Films, Inc.
4420 Oakton Street
Skokie, Illinois 60076

Films Originals
Box 4072
Boise, Idaho 83705

Ford Motor Company
Film Library
American Road
Dearborn, Michigan 48121

Frith Films
1816 North Highland Avenue
Hollywood, California 90028

Golden Children's Records
c/o A. A. Records, Inc.
250 West 57th Street
New York, New York 10019

Grover-Jennings Productions, Inc.
Box 303
Monterey, California 93941

Guild Films Company, Inc.
460 Park Avenue
New York, New York 10022

Hayes School Publishing Company, Inc.
Wilkinsburg, Pennsylvania

Instructo Products Company
Philadelphia, Pennsylvania

International Visual Education Service, Inc.
310 South Racing Avenue
Chicago, Illinois 60607

Max H. Jacobs Agency
Box 6093
Houston, Texas 77006

Jam Hardy Organization
2821 East Grand Blvd.
Detroit, Michigan 48211

Johnson Hunt Productions
LaCanada, California 91011

Long Film Slide Service
7505 Fairmont Avenue
El Cerrito, California

McClintock Producers
6 Heathcote Road
Scarsdale, New York 10585

McGraw-Hill Book Company
Text-Film Department
330 West 42nd Street
New York, New York 10036

Michigan Bell Telephone Company
220 North Capitol Avenue
Lansing, Michigan 48933

Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

Net Film Service
Indiana University
Bloomington, Indiana 47405

Neubacher Productions
10609 Bradbury Road
Los Angeles, California 90064

Organization of American States
17th Street and Constitution Avenue, N. W.
Washington, D. C. 20006

Owen, F. A. Publishing Company
Dansville, New York 14437

Pan American Union
17th Street and Constitution Avenue, N. W.
Washington, D. C. 20006

Phoebe James Phythm Records
Box 904
Mentone, California 92359

Popular Science Filmstrips
c/o McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

RCA Record Division
155 East 24th Street
New York, New York 10010

Rhythm Time Records
235 West 46th Street
New York, New York 10036

Riverside Records
235 West 46th Street
New York, New York 10036

R. O. A's Films
1696 North Astor Street
Milwaukee, Wisconsin 53202

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Sextant Systems, Inc.
3048 34th Street
Milwaukee, Wisconsin 52310

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Stanley Bowman Company, Inc.
12 Cleveland Street
Valhalla, New York 10595

Sterling Educational Films
c/o Walter Reade Organizations
241 East 34th Street
New York, New York 10023

Swift and Company
115 West Jackson Blvd.
Chicago, Illinois 60604

3M Company
Gordon Flesch Company
225 Belttine Highway
Madison, Wisconsin 53713

Teaching Film Custodians, Inc.
25 West 43rd Street
New York, New York 10017

Tompkins Films
Box 46611
Los Angeles, California 90046

Troll Associates
East 64 Midland Avenue
Paramus, New Jersey 07652

Union Pacific Railroad
Motion Picture Bureau
1416 Dodge Street
Omaha, Nebraska 68102

U. S. Bureau of Mines
C Street between 18th and 19th Streets, N.W.
Washington D. C. 20240

U. S. Department of Agriculture
14th Street and Independence Avenue, S.W.
Washington, D. C. 20240

United World of Films, Inc.
221 Park Avenue, South
New York, New York 10003

Visual Education Consultants, Inc.
2066 Helena Street
Madison, Wisconsin 53704

William P. Gottlieb Company
157 Chambers Street
New York, New York 10009

Wurlitzer Company
Dekalb, Illinois

Young American Films
c/o McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Young People's Records
100 Sixth Avenue
New York, New York 10013

MISCELLANEOUS OCCUPATIONAL AIDES

AMERICAN GUIDANCE SERVICES, INC.

D U S O (Developing Understanding of Self And Others) (Kit $82.00) Includes a manual, storybooks, posters, records or cassettes, puppets, role playing cards, puppet props, and group discussion cards.

Charts to Stimulate Meaningful Discussion ($19.50)

CAREERS, INC.

Posters

EDUCATIONAL READING SERVICE

Wheels, Paddles and Engines, The Story of Transportation (cassette tapes $23.00)

Women of Destiny (8 cassett tapes $36.80) Inspiring stories of brave women who overcame enormous personal obstacles to lead the way for others.

EDUCATIONAL RECORD SALES

Teacher Transparency Workbooks ($7.95)

Understanding and Emjoying Music
(4 records with filmstrips, $59.00)

EDU-CRAFT, INC.

Wonderful World Of Work Series (films and tapes on loan for 30 days)

ESTES (A Subsidary of Damon)

Solid Propellant Reacher's Special
(catalog number 711-ETS-1----$10.00)
A kit for the ideal demonstration model rocket.

Cold Propellant Teacher's Special
(catalog number 711-VTS-1- ---- $10.00)
This model rocket utilizes a propulsion system which does not generate heat. This system has proved to be a great means for demonstration test firings in the classroom as well as for launches of up to 1000 feet outdoors.

"Space Age Technology" Special Offer
(catalog number 711-BK-14SO - - - $1.00)
This mini-test includes terminology, the history of airplanes and rockets, guidance systems and model rocketry.

Educator Packet EP-2
(catalog number 711-EP-2 - - - $1.00)
This packet contains an Astron Alpha Guide "Aerospace Education and Model Rocketry", and a catalog.

F. A. OWEN PUBLISHING COMPANY

Picture Charts for Occupations

HAYES SCHOOL PUBLISHING COMPANY, INC.

Community Helpers (Posters)

INSTRUCTO PRODUCTS COMPANY

#150 & #151 Community Helpers
(Flannel Board Visual Aids)

#580 Magnetic Community Helpers

R O A FILMS

Community Helpers (Set of 8, $8.00 per set)

Color Set of prints depicting specific jobs and various duties associated with it (8 pictures per set).

SCIENCE RESEARCH ASSOCIATES

Focus on Self Development (Kit) Includes 5 sound filmstrips, 4 records,20 photo cards and an activity book.

General Interest Study (Kuder Form E)
Grade 6 and above - measures individuals degree of preference for activities in 10 area.

Job Experience (Kits)

Occupational Exploration (Kit)

Our Working World (Kit)

Pupil Record of Educational Progress
Grade 6 and above. Test contributes an index of a student's achievement level, intelligence and educational goals.

Studying Human Behavior (Kit)

What Could I Be? (Kit)

What I Like To Do?
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Actors and Artists of America	226 West 57th Street New York, New York 10036
Addison-Wesley Publishing Company	Reading, Massachusetts 01867
Administrative Management Society	Willow Grove, Pennsylvania 19090
Administrative Research Associates	Box 3, Deerfield, Illinois 60015
Advancement and Placement Institute	169 North 9th Street, Brooklyn, New York 11211
Advertising Federation of America	655 Madison Avenue, New York, New York 10021
Advertising Publications, Inc.	740 Rush Street, Chicago, Illinois 60611
Aerospace Industries Association of America (AIA)	1725 DeSales Street, N.W. Washington, D. C. 20036

NAME	ADDRESSES
Agency for International Development	Department of State, U.S.A. Washington D. C. 20520
Air Force Association	1750 Pennsylvania Ave., N.W. Washington D.C. 20006
Air Line Dispatchers Association AFL-CIO	243 West Maple Avenue, Vienna, Virginia 22180
Air Line Pilots Association	55th Street & Cicero Ave. Chicago, Illinois 60638
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Albright College, Psycholocigal Service Center	Reading, Pennsylvania 19604
Alexander Graham Bell Assoc. for the Deaf, Inc.	1537-35th Street, N.W. Washington, D. C. 20007
Aluminum Company of America	706 M Alcoa Building Pittsburgh, Pennsylvania 15219
Alumnae Advisory Center, Inc.	541 Madison Avenue, New York, New York 10022
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Almagamated Clothing Workers of America	15 Union Square New York, New York 10003
Amalgamated Meat Cutters & Butcher Workman of North	2800 No. Sheridan Road Chicago, Illinois 60614
American Airlines Flight Recruitment Division	Dallas Love Field Dallas, Texas 75235
American Anthropological Association	1530 P Street, N.W. Washington, D.C. 20005

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American Association of Geographers	1785 Massachusetts Avenue, N.W. Washington, D. C. 20036
American Association for Health Physical Education & Recreation	1201 16th Street, N.W. Washington, D. C. 20036
American Association for the Advancement of Sciences	1515 Massachusetts Avenue, N.W. Washington, D. C. 20005
American Association of Advertising Agencies	200 Park Avenue, New York, New York 10017
American Association of Anatomists	School of Medicine, University of Pennsylvania 34th & Spruce, Philadelphia, Pennsylvania 19104
American Association of Collegiate Schools of Business	101 N. Skinner Boulevard, St. Louis, Missouri 63130
American Association of Dental Schools	211 E. Chicago Avenue, Chicago, Illinois 60611
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American Association of Nurse Anesthetists	3010 Prudential Plaza, Chicago Chicago, Illinois 60601
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American Bakers Association	20 North Wacker Drive, Chicago, Illinois 60606
American Bankers Association	Personnel Administration & Management Development Committee 90 Park Avenue New York, New York 10016
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American Council on Education	1785 Massachusetts Avenue Washington, D. C. 20036
American Council on Education for Journalism	Ernie Pyle Hall Indiana University, Bloomington, Indiana 47405
American Council on Pharmaceutical Education	77 West Washington Street Chicago, Illinois 60602

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American Dental Association, Division of Career Guidance Council on Dental Education	211 East Chicago Avenue Chicago, Illinois 60611
American Dental Hygienists Association	100 East Ohio Street Chicago, Illinois 60611
American Dietic Association	620 North Michigan Avenue Chicago, Illinois 60611
American Economic Association	629 Noyes Street, Evanston, Illinois 60201
American Electroplaters' Society, Inc.	443 Broad Street Neward, New Jersey 07102
American Federation of Labor and Congress of Industrial Organizations	815 - 16th Street, N.W. Washington, D. C. 20006
American Federation of Teachers AFL-CIO	716 North Rush Street, Chicago, Illinois 60611
American Federation of Technical Engineers	900 F Street, N.W. Washington, D. C. 20004
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American Fisheries Society	1404 New York Avenue, N.W. Washington, D. C. 20005
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American Heart Association	44 East 23rd Street New York, New York 10010
American Hereford Association	Hereford Drive Kansas City, Missouri 64115
American Historical Association	400 A Street, S.E. Washington, D. C. 20003
American Home Economics Association	1600 20th Street, N.W. Washington, D.C. 20009
American Hospital Association	140 North Lake Shore Drive Chicago, Illinois 60611
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American Industrial Hygiene Association	Mr. George D. Clayton, Exec. Sec. 14125 Prevost Detroit, Michigan 48227

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American Museum-Hayden Planetarium	New York, New York 10024
American Music Conference	332 South Michigan Avenue Chicago, Illinois 60604
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American Optometric Association	7000 Chippewa Street St. Louis, Missouri 63119
American Orthoptic Council	4200 N. Woodward Avenue, Royal Oak, Michigan 48072

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American Pharmaceutical Association	2215 Constitution Avenue, N.W. Washington, D. C. 20037
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American Press	282 7th Avenue New York, N.Y. 10001
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American Society of Anethesiologists	515 Busse Highway Park Ridge, Illinoig 60068
American Society of Animal Science Corp.	39 Sheridan Avenue Albany, New York 12210
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American Women's Society of Certified Public Accountants	327 South LaSalle Street Chicago, Illinois 60604
Archeological Institute of America	150 Washington Square, North New York, New York 10003
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Army Medical Specialist Corps	Office Of the Surgeon General Department of the Army Washington, D. C. 20315

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Associated Business Publications, Inc.	205 East 42nd Street New York, New York 10017
Associated Master Barbers & Beauticians of America	537 South Dearborn Street Suite 1106 Chicago, Illinois 60605
Associated Press	50 Rockefeller Plaza New York, New York 10020
Association of American Colleges Medical Colleges	2530 Ridge Avenue Evanston, Illinois 60201
Association of American Geographers	1146 16th Street, N.W. Washington, D. C. 20036
Association of American Railroads	59 D. Van Buren Street Chicago, Illinois 60605
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Automobile Manufacturers Association	Educational Services 320 New Center Building Detroit, Michigan 48202

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Bellman Publishing Company	P. O. Box 172 Cambridge, Mass. 02138
Biophysical Society	Life Science Building University Park Pennsylvania 16802
Board of Certified Laboratory Assistants	9500 S. California Avenue Evergreen Park, Illinois 60642
Boston Guild for the Hard of Hearing, Recruitment Project	283 Commonwealth Avenue Boston, Mass. 02115
Boston Mutual Life Insurance Company	Copley Square Boston Mass. 02116
Broms Barber School	584 Main Street Worcester, Mass 01608
Brotherhood of Painters, Decorators & Paper-hangers of America	1925 K Street, N.W. Washington, D. C. 20006
Career Guidance Digest, Inc.	1319 F. Street, N. W. Washington D. C. 20006
Career Information Service	New York Life Insurance Co. Box 51, Madison Square Stn. New York, N. Y. 10010
Career Planning Institute	1739 Connecticut Ave., N.W. Washington, D. C. 20009

NAME	ADDRESS
Careers	Largo, Florida 33541
Carnegie Institute of Technology	Schenley Park Pittsburgh, Pennsylvania 15213
Cattleman, The	410 E Weatherford Street Fort Worth, Texas 76102
Center for Applied Linguistics	1755 Massachusetts Avenue N.W. Washington, D. C. 20036
Center for Information on America	Washington, Connecticut 06739
Center for Research in Careers	Harvard Graduate School of Education 8 Prescott Street Cambridge, Mass. 02138
Central Intelligence Agency	McLean, Virginia 22101
Central Intelligence Agency	2430 E. Street, N.W. Washington, D. C. 20505
Child Study Association of America	9 E. 89th Street New York, New York 10028
Chiropratic Education Commission	741 Brady Street Davenport, Iowa 52803
Chronicle Guidance Publications	Moravia, New York 13118
Cincinnati College of Embalming	3202 Reading Road Cincinnati, Ohio 45229
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Clemson University, School of Architecture	Clemson, South Carolina 29631
Club Managers Association of America	1030-15th Street N.W. Suite 720 Washington, D. C. 20005

NAME	ADDRESS
College of Human Development	Hotel and Institution Administration Room 4 University Park, Pa. 16802
College of Insurance	150 William Street New York, New York 10038
Commission for the Blind	New York State Department of Social Welfare 15 Park Row New York, New York 10038
Communication Workers of America	1925 K Street, N.W. Washington, D. C. 20006
Consulting Psychologist Press	577 College Avenue Palo Alto California 94306
Consumers Union of United States	256 Washington Street Mt. Vernon, New York 10553
Corning Glass Works	Ithaca, New York 14850
Coronet Instruction Films	65 E. South Water Street Chicago, Illinois 60601
Council on Hotel, Restaurant & Institutional Education	Statler Hall Cornell University Ithaca, New York 14850
Council for Professional Education for Business	c/o National Research Bureau 221 N. LaSalle Street Chicago, Illinois 60601
Council for Opportunities in Selling, Inc.	630 3rd Avenue New York, New York 10017
Council on Social Work Education	245 E. 46th Street New York, New York 10017
Counseling & Personnel Services Information Center	University of Michigan School of Education 309 S. State Street Ann Arbor, Michigan 48104

NAME	ADDRESS
Counselor Recording & Tests	Box 6184, Acklen Station Nashville, Tennessee 37212
Counselor's Information Service	B'nai B'rih 1640 Rhode Island Ave. N.W. Washington, D. C. 20036
Culinary Institute of America	Angeli Square New Haven Connecticut o6511
Data Processing Management Association	524 Busse Highway Park Ridge, Illinois 60068
Davey Tree Expert Company	Kent, Ohio 44240
Defense Advisory Committee on Women in the Services, OASD (Manpower)	The Pentagon Washington, D. c. 20025
Dell Publishing Company, Inc.	750 3rd Avenue New York, New York 10017
Demco Library Supplies	Box 1488 Madison, Wisconsin 53701
Department of Plant Pathology	North Carolina State University College of Agriculture Raleigh, North Carolina 27607
Division of Employment Security, State of New Jersey	Labor and Industry Building Trenton, New Jersey 08625
Eastern School for Physicians' Aides	85 Fifth Avenue New Yor, N. Y. 10003
Eastman Kodak Company	Rochester, New York 14604
Economics Laboratory, Inc.	St. Paul, Minnesota 55101
Education Council of the Graphic Arts Industry, Inc.	1411 K Street, N.W. Washington, D. C. 20005
Educational Filmstrips	Huntsville, Texas 77340

NAME	ADDRESS
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Education Testing Service (ETS)	Rosedale Road Princeton, New Jersy 08540
Electronic Computer Programming	Empire State Building New York, N. Y. 10001
Entomological Society of America	4603 Calver Road College Park Maryland 20740
Eric Clearing House on Counseling and Guidance	Dr. Garry Walz University of Michigan Ann Arbor, Michigan 48104
Eric Clearing House on Vocational and Technical Education	Ohio State University 980 Kinnear Road Columbus, Ohio 43212
Eric Document Reproduction Service	Bell & Howell Company 1700 Shaw Avenue Cleveland, Ohio 44112
Eric Guidance and Counseling Information Center	School of Education University of Michigan 309 South State Street Ann Arbor, Michigan 48104
Family Service Association of America	44 E. 23rd Street New York, New York 10010
Farmers Home Administration	U. S. Department of Agriculture Washington, D. C. 20250
Federal Aviation Agency	800 Independence Avenue S.W. Washington, D. C. 20553
Federal Bureau of Investigation	U. S. Department of Justice Washington, D. C. 20535
Federal Power Commission	Director of Personnel Washington, D. C. 20426
Flight Engineers' International Association (AFL - CIO)	100 Indiana Avenue, N.W. Washington, D. C. 20001

NAME	ADDRESS
Ford Foundation	477 Madison Avenue New York, New York 10022
Ford Motor Company	Educational Affairs Department The American Road Dearborn, Michigan
Foundry Educational Foundation	Terminal Tower Building Cleveland, Ohio 44113
Gemological Institute of America	(United States and Canada) 11940 San Vicente Blvd. Los Angeles, Calif. 90049
General Dynamic	Fort Worth, Texas
General Electric Company	1 River Road Schenectady, New York 12306
General Electric Company	Missile and Space Division P. O. Box 8555 Philadelphia, Pa. 19101
General Motors Corporation	Service Section Marketing Staff Detroit, Michigan 48202
Geophysical Service, Inc.	P.O. Box 35084 Airlawn Stn. Dallas, Texas 75235
Harcourt, Brace & World, Inc.	757 Third Avenue New York, N.Y. 10017
Hotel and Restaurant Employees and Bartenders International	6 East Fourth Street Cincinnati, Ohio 45202
Houghton Mifflin Company	2 Park Street Boston, Mass. 60604
Independent Garage Owners of America, Inc.	342 South Dearborn Chicago, Illinois 60604
Institute for the Crippled and Disabled	400 First Avenue New York, N. Y. 10010
Institute of Aerospace Sciences, Inc. R.R. Dexter, Secretary	2 East 64th Street New York, N.Y. 10021

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Institute of Food Technologists	176 West Adams Street Chicago, Illinois 60603
Institute of Internal Auditors	60 Wall Street New York, N. Y. 10017
Institute of Physical Medicine	New York University Medical Center 400 E. 34th Street New York, New York 10016
Institute of Traffic Engineers	1725 Desales Street, N.W. Washington, D. C. 20036
International Association of Chiefs of Police	1319 18th Street, N.W. Washington, D. D. 20036
International Association of Electrotypers & Stereotypers, Inc.	Leader Building 526 E. Superior Building Cleaveland, Ohio 44114
International Association of Fire Chiefs	232 Madison Avenue New York, New York, 10016
International Association of Machinists and Aerospace Workers	Machinists Building 1300 Connecticut Avenue Washington, D. C. 20036
International Brotherhood of Bookbinders (IBB)	815 16th Street, N.W. Washington, D. C. 20001
International Brotherhood of Pulp, Sulphite & Paper Mill Workers	Fort Edward, New York 12828
International Brotherhood of Teamsters, Chauffeurs, Warehousemen & Helpers of America	25 Louisiana Avenue, N. W. Washington, D. C. 20001

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Kimberly-Clark Corporation	Neenah, Wisconssin 54956
Kroger Company	4450 Poth Road, Columbus Ohio 43213
Landscape Architecture	344 S. Peterson Avenue Louisville, Kentucky 40206
Lithographers & Photoengravers International Union	233 West 49th Street New York, New York 10019
Modern Language Association	60-5th Avenue New York, New York 10011
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NAME	ADDRESSES
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National Association of Independent Schools	4 Liberty Square, Boston Boston, Massachusetts 02109
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National Association of Manufacturers	277 Park Avenue, New York, New York 10019

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National Aeronautics & Space Administration	Electronics Research Center 575 Technology Square Cambridge, Massachussets 02139
National Aerospace Education Council	806 15th Street, N. W. Washington, D. C. 20005
National Association of Credit Men	229 Fourth Avenue New York, New York 10003
National Association for the Education of Young Children	1629 21st Street, N. W. Washington, D. C. 20009
National Association for Music Therapy, Inc.	P. O. Box 610 Lawrence, Kansas 66044
National Association of Sanitarians	Office of the Exec. Sec. Lincoln Building 15550 Lincoln Street Denver, Colorado 80203

NAMES	ADDRESSES
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National Association of Science Writers, Inc.	Apartment 18A, 73 Carlton Ave. Port Washington, New York 11050
National Association of Secondary School Principals	1201 16th Street, N.W. Washington, D. C. 20036
National Association of Securities Dealers, Inc.	888 17th Street, N.W. Washington, D. C. 20006
National Coal Association	1130 Seventeenth Street, N.W. Washington, D. C. 20036
National Association of Wholesalers	1725 K Street, N. W. Washington, D. C. 20006
National Automatic Merchandising Association	7 S. Dearborn Street Chicago, Illinois 60603
National Better Business Bureau Inc.	230 Park Avenue New York, New York 10017
National Broadcasting Company	30 Rockefeller Plaza New York, New York 10020
National Bureau of Standards	Washington, D. C. 20234
National Canners Association	1133 20th Street, N.W. Washington, D. C. 20036
National Coal Association	Coal Building 1130 17th Street, N.W. Washington, D. C. 20036
National Commission for Social Work Careers	345 East 46th Street New York. New York 11017
National Committee on Employment of Youth	145 East 32nd Street New York, New York 10016
National Council on Crime & Delinquency	44 East 23rd Street, New York, New York 10010

NAMES	ADDRESSES
National Educational Television	Department of Program Utilization, 10 Columbus Circle New York, New York 10019
National Executive Housekeepers Assocation	Business & Professional Building 414 2nd Avenue Gallipolis, Ohio 45631
National Federation of Licenses Practical Nurses, Inc.	250 West 57th St. New York, New York 10019
National Food Brokers Association	NPBA Building 1916 M Street, N.W. Washington, D. C. 20036
National Forest Products Association	1619 Massachusetts Avenue Washington, D, C. 20036
National Foundation of Funeral Service	Evanston, Illinois
National Geographic Society	17th & M Street, N. W. Washington, D.C. 20036
National Hairdressers & Cosmetologists Association, Inc.	175 5th Avenue New York, New York 10010
National Home Study Council	1601 18th St., N.W. Washington, D.C. 20009
National Housing Center	1625 L. Street, N. W. Washington, D. C. 20036
National Institute of Dry Cleaning	Silver Spring, Maryland
National League for Nursing, Inc.	10 Columbus Circle, New York, New York 10019
National Machine Tool Builders' Association	2139 Wisconsin Ave., Washington, D. C. 20007
National Pest Control	253 West Jersey Street Elizabeth, New Jersey 07202

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National Recreation & Park Association	1700 Pennsylvania Avenue Washington, D. C. 20006
National Restaurant Association	1530 North Lake Shore Chicago, Illinois 60610
National Retail Merchants Association	100 West 31st Street New York, New York 10001
National Roofing Contractors Association	300 West Washington Street Chicago, Illinois 60606
National Shorthand Reporters Association	25 West Main Street Madison, Wisconsin 53703
National Society of Art Directors Committee on Education	321 East 48th Street New York, New York 10017
National Society of Professional Engineers	2029 K Street, N.W. Washington, D. C. 20006
National Society of Public Accountants	1717 Pennsylvania Avenue Washington, D. C. 20006
National Terrazzo & Mosaic Association, Inc.	1901 Ft. Meyer Drive Arlington, Virginia 22209
New England Telephone & Telegraph Company	185 Franklin Street Boston, Massachusetts 02107
Norwich Pharmaceutical Company	Norwich, Connecticut 13815
Oak Ridge Institute of Nuclear Studies	Oak Ridge, Tennessee 37831
Occupational Outlook Service	U. S. Department of Labor Washington, D. C. 20212
Royal Typewriter Company	Division of Litton Industries 850 3rd Avenue New York, New York 10022

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Smithsonian Institute	Washington, D. C. 20560
Social Work Careers	Centennial Building St. Paul, Minnesota 55101
Society of American Archivists	Wayne University Detroit, Michigan 48202
Society of Exploration Geophysics	3707 E. 51st Street Tulsa, Oklahoma 74135
Society of Fire Protection Engineers	60 Batterymarch Street Boston, Massachusetts 02110
Society of Naval Art & Marine Engineers	74 Trinity Place New York, New York 10006
Society of Motion Pictures & Television Engineers, Inc.	9 E. 41st Street New York, New York 10017
Society of Petroleum Engineers	6300 North Central Expressway Dallas, Texas 75206
Society of Plastics Engineers, Inc.	65 Prospect Street Stanford, Connecticut 07902
Steel Founders Society of America	Westview Towers 21010 Center Ridge Road Rocky River, Ohio 44116
United Air Lines	P. O. Box 8800 O'Hare International Airport Chicago, Illinois 60666
U. S. Air Force Headquarters	The Pentagon Washington, D. C. 20301
U. S. Army Recruiting Company	Chief, Advertising & Publicity Port Monroe, Virginia 23351
U. S. Atomic Energy Commission	Division of Technical Information Oak Ridge, Tennessee 37830

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U. S. Civil Service Commission	Washington, D. C. 20415
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